DOCUMENT RESUME

ED 025 494 24 SP 002 145

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Quantitative and Qualitative Effects of Revised Selection and Training Procedures in the Education of Teachers of the Culturally Disadvantaged. Final Report.

Wisconsin State Univ., Oshkosh.

Spons Agency- Office of Education (DHEW), Washington, D.C. Bureau of Research.; Wisconsin Board of Regents of State Universities, Madison.

Bureau No- BR-7-0946

Pub Date 14 Dec 68

Contract- OEC-0-8-077946-1734

Note- 110p.

EDRS Price MF-$0.50 HC-$5.60

Descriptors- Academic Probation, Changing Attitudes, *Culturally Disadvantaged, Curriculum Development, Dropout Attitudes, *Dropout Programs, Dropout Rehabilitation, Dropout Research, Educational Research, Education Majors, Field Experience Programs, Grade Point Average, Individualized Instruction, Paraprofessional School Personnel, Program Descriptions, Program Development, *Project Training Methods, Summer Schools, *Teacher Education Curriculum, *Teacher Recruitment

Identifiers- Oshkosh, Wisconsin, Wisconsin State University

The initial phase (1967-1968) of a longitudinal study designed to provide more teachers of the disadvantaged by (1) recruiting education students who have withdrawn from college for academic reasons but have greater scholastic potential than they have demonstrated and (2) modifying teacher education programs to train these individuals as teachers of the culturally disadvantaged was completed. A questionnaire was used to gather background information about 255 freshmen and sophomores in the teacher education program at Wisconsin State University, Oshkosh, identified as being on academic probation or having been dismissed for academic reasons; 12 volunteers from this group were selected for a summer session pilot study. Through a University-Wide Representative Council, curriculum revisions based on identified student weaknesses in general education, professional education, and specialization were developed and incorporated into a program including a personal development seminar, individualized activities at a special learning center, and paid work experience. It was found that students developed more positive attitudes and were effective as paraprofessionals after short-term training sessions. In addition, the group's cumulative grade point average increased. (Appended are form letters, the questionnaire, a list of subcommittee responsibilities and sample reports, a sample program, and application and information forms.) (SG)

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Final Report

Project No. 9-0007
Contract No. OEC-0-8-077946-1734

ED025494

QUANTITATIVE AND QUALITATIVE EFFECTS OF REVISED SELECTION AND TRAINING PROCEDURES IN THE EDUCATION OF TEACHERS OF THE CULTURALLY DISADVANTAGED

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December 14, 1968

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

SP002145

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SUMMARY

The U.S.O.E. Bureau of Research contract for Aug. 1, 1967 to Sept. 15, 1968, provided support for the initial phase of this longitudinal study. The objectives during this period were to:

1) provide information regarding the project to those WSU-O freshmen or first semester sophomores who had been placed on probation or who had been dropped from the university for academic reasons;
2) analyze background information regarding those students from the group contacted who indicated an interest in the project;
3) design a curriculum both to meet the academic needs of these students and to prepare effective elementary teachers with empathy for the disadvantaged and competence in teaching the disadvantaged; and
4) test on a limited basis, with a pilot group of students, the effectiveness of some of the curriculum developments during the 1968 summer session.

Nature of Student Group

Some 2,400 freshman students experiencing academic difficulty were sent letters concerning the project. About 20 percent, or 480, expressed interest. Of this group, 255 attended meetings, completed questionnaires, and expressed continuing interest during the 1967-68 year.

The assumption was made that the 255 typified the students most likely to be recruited into a program, once initiated. Consequently, an analysis of this group was made and revealed the following:

1. All had been admitted to the University.
2. Approximately half were women and half were men.
3. Over half needed to earn more than half of their college expenses.
4. American College Test scores ranged from 99 to 1 with 54 above the national median and 22 in the 80th. and 90th. percentiles.
5. Approximately half ranked above the 50th. percentile in their high school graduating class.
6. I. Q. scores where available ranged from 82 to 135.
7. About half were enrolled in teacher education programs. The other half indicated an inclination to change their objectives.
8. The majority of this group of students came from within a 90-mile radius of the campus.
9. About two-thirds of the group came from larger high

schools, i.e., 100 or more in high school graduating class.
10. Of 125 surveyed, only a few could clearly be characterized as economically disadvantaged.

As far as the above items were concerned, the group was not markedly different from any random grouping of 250 freshmen at WSU-O. Although there was no consistent pattern in terms of academic areas of weakness, poor study habits and low interest level were the problems most frequently identified. Other problems identified included: lack of help from instructors, inability to understand instructors, poor high school preparation, too heavy an academic load, and difficulty in adjusting to college.

Curriculum Design

The curriculum design to provide specific help for students experiencing difficulty and to prepare teachers (and paraprofessionals) with empathy for, and competence in, working with disadvantaged children and youth is: 1) no less rigorous or encompassing than the present curriculum; 2) patterned after the existing elementary teacher education program; 3) open to interested incoming freshmen with poor prognosis for success as well as first year freshmen who have experienced difficulty; and 4) weighted heavily toward individualizing instruction, making course content relevent, and providing important direct experiences with children, youth, and society. Wide faculty participation was achieved in building this design.

Unique Features: The unique features of the curriculum design are numerous. The duration of the program leading to a bachelor's degree and certification is longer than usual (five years plus two summer sessions) both so that student credit loads can be reduced each semester and that time will be available to engage in other important activities. A paid internship (half-pay) during the first semester of the fifth year and a paid residency (3/4 to full-pay) during the second semester of the fifth year in a disadvantaged area provide an intensive supervised teaching experience with disadvantaged children and also partially compensate for the additional financial burden of a five-year undergraduate program. A paid-work experience program in which students upon entering the program are immediately trained as paraprofessionals -- teacher aides, video tape technicians, audio-visual technicians, etc. -- and then paid at student assistant rates ($1.40/hr.) provides students with early, regular experiences in classrooms and with teachers, gives them a feeling of accomplishment, and again provides them with some financial assistance.

Personal Development Seminars (0 credit) meet each semester and summer session to help students understand themselves, build a positive self-image, set goals, develop skills of "schoolsmanship," gain needed individual and group counseling of a personal or academic nature, and keep channels of communication open between themselves and faculty members. Learning centers are established in each major area of academic endeavor -- science and mathematics, social science, language arts and humanities. Not only do they provide enrichment and auto-instructional opportunities, but also review, reinforcement, and remediation opportunities. The centers operate under careful faculty guidance in connection with specific academic problems related to specific university courses at the particular time of student need.

General Education: Course structure undergoes major revision in this design. In general education one broad subject area using interdisciplinary approaches in content and staffing, is stressed during each of several semesters. This experimentation limits the number of academic thrust areas for students during any one semester and attempts to encourage the development of greater course relevance to the concerns of students and society. For example, a 12-credit interdisciplinary social science semester under the broad title Poverty in American Society, involves the analysis of this pervasive problem through study of the disciplines of history, geography, sociology, anthropology, political science and economics. The 12-credit semester replaces six credits of American History, three credits of Introduction to Sociology, and three credits of Cultural Geography. A two credit methodology course in the social sciences is included in this semester as are direct experiences with disadvantaged children, youth, and adults. A single area of emphasis in one semester makes possible the utilization of appropriate learning center activities and appropriate field trips or off-campus living experiences.

Specialization: In the area of specialization, a strong emphasis is being placed upon sociology and introductory courses in speech and hearing therapy, mental retardation, and the emotionally disturbed. Sociology of the Family, Minority Groups and Race Relations, and Introduction to Social Welfare are thought to be particularly important in providing background for professional courses such as the education of the disadvantaged. The total number of credits (33 to 36) represents a strong academic concentration as compared to the 24 hours typically taken by elementary education students.

Professional Education: In professional education the emphasis is clearly upon direct experience and relevance of course work to the job of teaching the disadvantaged. With content-related methodology and teaching experiences as early as the freshman year and continuing throughout the fifth year of internship and residency, the professional education of students should contribute greatly to the teacher's competence. The paid professional work experiences (paraprofessional program) also contribute greatly to the professional education of the student. Direct experiences in connection with professional education will include observing, participating with, and teaching rural and urban disadvantaged pupils. These experiences will be extensive in that they are spread over a five year and two summer session period. They will be intensive in that students will become a part of the home, school, neighborhood environment of the disadvantaged through regular and extended visits. The extensive and intensive dimensions of direct experience are believed to be crucial in changing attitudes of students and developing competency. Again the total professional education requirement represents a strengthening rather than a weakening of the present professional requirement in elementary education.

Pilot Activities

A group of 13 students from those interested in the project agreed to serve as a pilot group during the 1968 summer session to help test some of the curriculum concepts designed to make them more academically successful. One student dropped out during the summer.

After initial testing -- Tennessee Self-Concept Scale, Adjective Check List, A Sentence Completion Blank, and A Goal Assessment Blank were given -- a time was set for weekly meetings of the personal development seminar and for training sessions in connection with the paid-work experience (paraprofessional) program. As a part of the personal development seminar, students were assigned to one of two counseling groups. Arrangements were made for individual help through the learning center.

Personal Development Seminar: The personal development seminar (in which all 12 students participated) included broad areas of consideration and employed a high degree of flexibility and an atmosphere conducive to stimulating interaction. In addition to the group counseling activity, students were assisted through: 1) orientation to facilities on campus such as the library, the reading clinic, the counseling center, the learning center materials; 2) faculty contact such as visits to personal development seminars by faculty from various disciplines to promote understanding of instructors by students, and students of instructors; 3) social gatherings involving project staff and students and teaching and administrative faculty; 4) constant and personal advising -- a most crucial part of the developmental process of the student; 5) role playing as an avenue to more open discussion and an increased understanding of situations and individuals; 6) attention to study skills with specific help in areas of reading, composition, note taking, test taking, etc.; and 7) video playback and discussion of teaching situations. Each student was instructed in the use of the pocket tape recorder and encouraged to use the recorder, when permissable, in connection with class lectures.

The counseling groups, representing one dimension of the personal development seminars, dealt with: 1) assisting students in the development of more positive attitudes toward self, family, school, and society; and 2) enabling students to identify, assess, and cope more realistically with various psychological needs. Regular weekly counseling sessions involving about six students and two faculty counselors were held throughout the summer.

Learning Center: Learning center activities were somewhat limited during the summer since many of these activities were in the planning or development stage. However, individual guidance was provided in each subject area by project staff and available materials were utilized. In physical geography and in mathematics video-tapes were made by professors. Several students used portable tape recorders available for recording lectures and checking effectiveness in note taking. Review materials were provided as available and needed.

Paid-Work Experience: The paid-work experience (paraprofessional) program involved 11 of the 12 students. All were introduced to the possibilities of training as video-tape technicians with the campus laboratory school. Six were so trained and worked effectively in this capacity throughout the summer. Two worked as aides in the Head Start program, one worked with the audio-visual department, and two worked as teacher aides in the campus laboratory school. These activities seemed to lend support to the saying that "nothing breeds success like success itself." In addition to earning money, students developed skills important to a teacher and rendered valuable services to educational ventures while feeling that they were a part of the ventures.

Student Grade Point Change: The cumulative grade point average for the group of 12 students prior to summer school was 1.60 on a 5 point scale where F=0, D=1, C=2, B=3, and A=4 grade points per credit attempted. The individual grade point averages ranged from .76 to 2.17; the total credits earned varied from 10 to 53.

All students were either on academic probation or had been dropped from the university.

During the summer session 71 credits or approximately 6 credits per student were attempted -- a full student load is considered 8 credits in the summer session. Of the grades received, 12 credits of A, 23 credits of B, 32 credits of C, 2 credits of D, and 2 credits of F were earned by the students. The cumulative grade point average for the group of 12 in the summer session was 2.58 or one full grade point over the cumulative grade point prior to summer session. The group cumulative grade point average was raised a significant .23 by the efforts of one summer.

Student Attitude Change: In the evaluation of pilot activities during the summer, both students and staff noted significant positive attitude changes toward study, school, teachers, and teaching the disadvantaged. On a questionnaire developed by a committee of students in the project there was complete or near complete agreement to such statements as:

1. I have added confidence to lead a much easier and freer life, especially at this university.
2. I feel more individualistic.
3. I feel happier towards school now.
4. I now have the feeling that teachers have an interest in students and a concern for whether or not they pass.
5. I enjoy many more things and accept things easier.
6. I now have a definite goal in life.
7. My goal in life is to teach the culturally deprived.
8. Because of the help of the program I don't feel like "just another student" any more.
9. I feel that faculty members and administrators have a sincere interest in the students who are in the program.
10. I feel very concerned for what happens to other students in the program.
11. I have gained added confidence through the program.
12. I want to learn more from and about the teachers than before.
13. I want to get more out of my subjects than before.
14. I would like to learn more about my friends in the program.
15. As a result of being in the project, I have found that I want to teach more because I found that I really like to work with people.
16. I now find that I am studying in a field that really interests me.

17. I never had much feeling for faculty members before, but now I feel that many of them are concerned about us as people as well as students.

In a two-hour, taped evaluation session pilot students gave suggestions for improving the effectiveness of project activities, strongly supported the basic purposes and directions of the project, gave testimony to the positive changes that had taken place in their attitudes and accomplishments, and indicated a desire to continue participating in pilot activities.

Findings

The first year's activity disclosed the following findings:

1. Significant numbers of students having scholastic difficulty are interested in a program designed to make them successful in college and prepare them as competent teachers of the disadvantaged.
2. Significant numbers of students having scholastic difficulty give indications (rank in high school class, ACT scores, some college grades, etc.) of ability to succeed *in college.*
3. The recruits for the teacher education program being developed in the project tend to be much like any group of randomly selected freshmen at this university as far as background and ability indicators are concerned.
4. Imaginative university curriculum revisions result from attempts to better meet the needs of these students.
5. Faculty participation from widely diverse disciplines is important in the development of these curriculum revisions.
6. Only certain faculty members in each discipline have both interest and competence in developing curriculum to meet the needs of these students.
7. Attitudes of the pilot group of students toward college, professors, and academic pursuits were more positive at the end of one summer of project activity than at the beginning of the summer.
8. Attitudes of the pilot group of students toward teaching and toward the disadvantaged seem to be positively influenced by the activities of this project.
9. Pilot student grade point averages were significantly raised through one summer.
10. Pilot students were effective as paraprofessionals after short-term training sessions.
11. This project has the capability of enlisting financial support at the federal and state levels.

Few conclusions can be drawn from the findings of the planning year of this project other than the conclusion that this project should be continued, nurtured and supported so that the true implications of its impact upon decreasing freshman attrition and increasing production of teachers of the disadvantaged, can be seen and evaluated.

Recommendations for Further Action

A transition year grant from the Bureau of Research of the U.S.O.E. and increased support from the Board of Regents of State Universities makes possible the continuation of project development and pilot activity with approximately 50 students during the 1968-69 academic year and summer session. Budget needs for implementing the 1969-70 year of the project have been submitted to the Board of Regents of State Universities. The 1969-70 year will launch a five-year experimental teacher preparation program at Wisconsin State University-Oshkosh for at least 50 incoming freshmen and a four-year version of the program for at least 50 students who have had academic difficulty during the freshman year. The project development thus far, the pilot activity indicators and the past and present Federal and State investment (approximately $200,000) strongly argue for the implementation of this program by the Board of Regents.

It is recommended that the number of 100 during the first year be increased each year as financial support is increased. The per student cost should decrease as the number of students involved increases. The increased number of students in the project will serve not only to provide a larger manpower resource for teaching the disadvantaged but also provide multiple opportunities for controlled research related to variables involved in the study.

After the completion of one year of project operation, a group of elementary education students interested in the project but having no significant problem in academic achievement should be recruited. The ultimate goal as far as elementary education is concerned is to develop a modified curriculum which better meets the needs of both the teaching profession and all students in elementary education. Thus the modified curriculum will eventually supplant the curriculum presently in operation for the majority of students in elementary education.

As the project moves into the second, third, and fourth year of operation groups of students primarily interested in working with junior and senior high school age youngsters should be included with appropriate modification in curriculum.

The five-year sequence being planned and the expected graduate program (masters and specialist degrees) development at Wisconsin State University-Oshkosh in curriculum and supervision, counselor education, early childhood education, and in related areas (educational psychology, school psychology and special education) combine to provide the opportunity for better meeting the needs of able undergraduates interested in a 5-year master preparation prior to initial certification. Teachers in-service have great need for graduate programs which have built-in relationships to the teaching, supervision, and counseling of disadvantaged children and youth. The Wisconsin State University-Oshkosh project provides these relationships. It should be noted that the faculty expertise and graduate assistant resources brought to the university by the development of graduate programs in education are essential to the effective nurture of this project.

The paraprofessional, or paid-work experience, dimension of the project also needs expansion and special attention. A terminal type program for educational technicians and leading to some type of "associate degree" is expected as a part of this project. Some students in the four or five year sequence may not be able to complete the academic program and others may simply desire to follow an associate degree paraprofessional program.

It is recommended that other schools of the university -- letters and science, business administration, nursing -- follow closely the findings of the project since the attrition problem is by no means peculiar to the School of Education. Implications for aiding underachievers in all areas of higher education will be numerous.

Finally it is strongly recommended that continuing research activities be supported so that the implications of this project for other institutions of higher education in the state and nation can be clearly articulated and supported.

INTRODUCTION

Background for the Study

Attempts to meet the need for more teachers of the culturally disadvantaged have been made by 1) recruiting liberal arts graduates into programs especially designed for them; 2) encouraging Peace Corps returnees to enter this particular dimension of teaching; 3) building corps of teacher aids; and 4) recruiting those in regular teacher preparation programs. Attempts to meet the need for better teachers of the culturally disadvantaged have been made through: 1) the introduction of courses on the disadvantaged -- their nature, their environment, the cultures that produce them; 2) the introduction of special methodology courses; 3) the provision of increased and varied laboratory or clinical experiences with culturally disadvantaged children before, during and following student teaching. Dr. Harry Rivlin, Chairman of the AACTE Sub-committee on the Preparation of Teachers for Urban Areas, in a 1965 address to the National Association of State Boards of Education summarized the status of teacher preparation to meet the national need in the area of cultural deprivation when he said, "we must change our methods of selecting teacher material and must change the way we train them."

This project represents an attempt to look at a new method of recruiting and selecting teacher material and a rather radical change in the training we provide for this teacher material. It is hypothesized that significant numbers of teacher education students who withdraw for academic reasons have greater potential scholastically than they may have demonstrated and that this potential can be salvaged for the teaching profession. It is further hypothesized that these students can more readily be recruited into a program for preparing teachers of the culturally disadvantaged than can be students who are enjoying academic success in college. Finally, it is hypothesized that with some imaginative approaches to selection procedures, curriculum offerings, clinical experiences, and university instruction, these students can be prepared as effective teachers of the culturally disadvantaged. Thus, this project is designed to provide evidence that, 1) valuable human resources, now scrapped, can be salvaged to meet the growing national need for teachers of the culturally disadvantaged, and 2) rather sharp modifications of typical teacher education programs need to be made to train effectively these particular resources as teachers of the culturally disadvantaged.

Objectives

1. Tap the large reservoir of university students with considerable innate intelligence, past records of scholastic achievement, and interest in teaching who withdraw or are dropped from the university for academic reasons.

2. Recruit, screen and select from this group those students with the potential to be successful teachers of the culturally disadvantaged in the elementary and junior high school. Attempt to determine why these students have been scholastically unsuccessful thus far. Use this information both in screening students and in planning the curriculum.

3. Design a curriculum for these students in terms of their specific needs as effective teachers of the culturally disadvantaged. Take into account their past scholastic difficulties and those identified in the in-going program.

4. Ascertain the quantity of effective teachers of the culturally disadvantaged that can be recruited and trained from those students who withdraw or are dropped for academic reasons.

5. Explore the possibility of paraprofessional training for those who can not successfully complete the teacher education program leading to a degree and certification.

Rationale

1. There are increasing numbers of classrooms and schools where high percentages of culturally disadvantaged children are enrolled.

Martin Deutsch suggests that we can expect in the not too distant future from 40 to 70 percent of all elementary school pupils to be from minority groups. Riessman in a study of 14 large cities found one culturally disadvantaged child in ten in 1950, one in three in 1960, and he projects that this will be increased to one in two by 1970. There are limited numbers of teachers interested in, available for, or adequately prepared for, teaching in these classrooms and schools.

2. Most teacher education students who have little difficulty in meeting typical university academic standards are not interested in teaching in schools where high percentages of the children are culturally disadvantaged.

As one of the largest producers of teachers at the undergraduate level in Wisconsin, the School of Education graduated over 500 teachers in 1964-1965; yet placement records at Wisconsin State University-Oshkosh over the past decade indicate that less than five percent of all teacher graduates take positions in urban depressed areas.

Teacher personnel directors of Milwaukee and Chicago, for example, report long waiting lists of teachers interested in transferring from "inner city schools" to schools in "nice" residential areas. They also report that prospective teachers want assurance of the particular school to which they will be assigned before signing a contract for fear of being assigned to an "inner city" school.

Typical university teacher education programs with heavy emphases upon verbal intelligence, high grade point averages, deep and intensive academic concentration, and rigorous development of the "finer" cultural appreciations, tend to encourage those enrolled to apply for teaching positions where they work with culturally advantaged children with whom they can associate easily because of their preparation.

3. Tremendous wastes of human resources -- representing a potential supply of teachers of the culturally disadvantaged -- may be taking place through the high attrition rates of freshmen and sophomores in public colleges and universities.

In The American College, Summerskill (1962) reviewed 40 years of college dropout research. Citing 35 studies conducted between 1920 and 1960, Summerskill disclosed, in a decade-by-decade analysis, a 53 percent dropout rate for the 1920's and a 50 percent rate for the 1930's. During the 1940's and 1950's, the rates of attrition were 49 percent and 51 percent, respectively. For the aggregate of these 35 studies, a median student loss of 50 percent was reported.[1] The rate of attrition at Wisconsin State University-Oshkosh is presently consistent with the 50 percent median student loss reported in the 1950's.

A probation and dropout analysis provided by the Wisconsin State University-Oshkosh admissions office (see Exhibit A under Other Information) indicated that in Semester I of 1965-66, 910 of 2,699 (or 33.7 percent) regular full-time freshmen and 242 of 1,598 (or 15.1 percent) sophomores were on probation

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[1] Boyer, Ernest L.; Michael, William B. "Outcomes of College." Review of Educational Research, American Educational Research Association. October, 1965, Vol. XXXV; No. 4; P. 277.

(grade point average less than 2.00). The same analysis revealed that 207 freshmen and 235 sophomores were dropped for academic reasons.

4. Many university students who withdraw for academic reasons have considerable native intelligence.

According to Getzels and Jackson,[2] "The student with a higher I.Q. who is doing poorly in school and the student with a lower I.Q. who is doing well appear too often for the I.Q. to stand as the only predictive measure of intellectual ability..... Moreover, it is commonly observed that many children high in intelligence as measured by I.Q. are not concomitantly high in such other intellectual functions as creativity, and many children who are very high in creativity are not concomitantly high in intelligence as measured by I.Q."

Numerous studies were cited in Chapter I by Getzels and Jackson to substantiate the above quote and the rationale for this proposal. A careful study of the academic achievements of the students who entered Wisconsin State University-Oshkosh in September, 1963[3], reveals some startling facts and also support the rationale for this proposal. After three semesters 26 percent of the brightest students who ranked at or above the 69th percentile of their high school class had been lost and 18 percent of the remainder were on probation. This suggests a loss of 40 percent in two years.

This loss was almost uniformly distributed among all ability levels. Twenty-five percent of those ranking above the 98th percentile (I.Q. above 148) of their high school class; 21 percent of those at or above the 93rd; 30 percent of those at or above the 69th percentile but below the 84th. Among the remainder those on probation were fewer at the top but still alarmingly high; four percent of those above the 93rd percentile were on probation at the end of the third semester; 16 percent of those from the 84th to the 93rd; 25 percent of those from the 69th to the 84th. Among the average students the mortality was even greater. In the group from the 50th percentile to the 69th, (less than one half standard deviation from the mean) 43 percent had been lost after three semesters and 51 percent of the remainder were

[2] Getzels and Jackson, "Creativity and Intelligence." London-New York, Wiley. 1962.

[3] Hadley, C.M. "Study of Academic Achievements of Students Entering Wisconsin State University-Oshkosh in 1963." (Study not completed at this time.)

on probation. Among those less than half a standard deviation below the mean (the mean grade point average was exactly the same, 1.93, as the group less than a half standard deviation above the mean) 60 percent had been lost and 51 percent of the remainder were on probation.

It is clear from these figures that we are losing, in a two year span, 40 percent of our brightest students and 75 percent of the average. Although some are leaving for reasons other than scholastic, many represent attrition due to lack of scholastic success.

It is also noteworthy that in spite of this adverse climate 40 students who came from the groups ranging from the 7th percentile to the 31st have managed to survive the first two years. This tends to support the contention of the Wisconsin legislature that all above the 25th percentile should be allowed to try and that some below the 25th can succeed.

5. Personality qualities, attitudes, creativeness, ability to communicate, and commitment may be more important in terms of potential success as a teacher of the culturally disadvantaged than ability to maintain a relatively high grade point average in college.

Holland (1961) and Locke (1963) challenged directly the use of grades as the only measure of academic progress. Holland developed an achievement scale based on the number of original papers published, prizes won, and inventive projects completed by the student and found that these creative achievements were unrelated to grades. In parallel findings, Locke reported that academic success as judged by self-initiated activities performed outside the classroom did not correlate with academic performance in the structured classroom situation. Both writers called for the development of more adequate student achievement criteria.[4]

The BRIDGE Project[5] seems to support this rationale in its listing of "characteristics of the good teacher of the culturally disadvantaged." The listing follows:

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[4] Boyer, Ernest L.; Michael, William B. "Outcomes of College." Review of Educational Research, American Educational Research Association. October, 1965, Vol. XXXV; No. 4; P. 280.

[5] Cooperative Research Project No. 935, "The Preparation of Teachers for Schools in Culturally Deprived Neighborhoods." Queens College of the City University of New York. 1965, Pp. 215-216.

1. He should be emotionally mature. He must, in effect, be a person who has attained self-understanding and a fairly firm set of values which will give direction to his work and sustain him in his difficulties.
2. He should have unusual physical stamina and be able to work harder and longer than the teacher in a middle-class school finds necessary.
3. He should have the ability to feel interest and enthusiasm for his subject and to project this interest. He must personify for these children the good results of what it means to have mastery of the knowledge and skills which he seeks to teach the pupils.
4. He should be capable of considerable objectivity, able to see the behavior of the children as symptomatic of their problems and not as threats to his dignity. He should also be able to accept assistance and be inclined to experiment and innovate. Though well informed in his subject, he should be committed more to the teaching-learning task than to scholarly achievement.
5. He should be able to individualize his classroom procedures. If he is to do so, he will have to have some training in the techniques of individualization and must have materials which make it possible.
6. He should be able to use the arts as useful stimulants to learning the academic subjects.

6. For Wisconsin State University-Oshkosh as a whole, of the 500 freshman and sophomore students dropped for academic reasons and of the 1,150 freshman and sophomore students on probation (grade point average less than 2.00), at least 100 can be recruited who have an interest in, and aptitude for, a specially designed teacher education program for teachers of the culturally disadvantaged.

Approximately 3,500 students were enrolled in the School of Education of Wisconsin State University-Oshkosh in the 1965-66 school year. The projected enrollments suggest that this number will be closer to 5,000 by 1968. In spite of the fact that this institution produces a large number of teachers at the undergraduate level in the State of Wisconsin, the attrition rate due to withdrawal or transfer remains at about 30 percent. Local studies have indicated that significant numbers of students placed on probation or dropped for academic reasons have high school ranking and ACT scores that indicate capability to do college level work.

7. A carefully selected university-wide committee representing the various disciplines would work with the staff appointed to this project in designing general education, specialization, and professional education sequences that will better fit the needs of these selected students, as potential teachers of the culturally disadvantaged, than the present curricula available at the university. Furthermore, these sequences can be designed so as to justify the awarding of the Bachelor of Science Degree in Elementary Education to students upon their successful completion and to justify a university recommendation to the State Department of Public Instruction for general certification as an elementary teacher in the State of Wisconsin with limited certification at the junior high school level.

It should be noted at this point that this study is not suggesting a weak curriculum with low standards for weak students as preparation to teach culturally disadvantaged children. Rather, it is suggesting: a) different emphases in academic concentration and individualized, imaginative teaching of the course sections in which these students are enrolled; b) academic standards that are realistic in terms of the student at the time they are applied with appropriate assistance in remediation when needed; c) increased concern for other essentials in teaching success such as ability to communicate, appropriate attitudes, a real concern for the individual and individual differences, imagination, creativeness; d) a strong professional orientation toward teaching the culturally disadvantaged throughout the program.

The general education requirements will remain essentially the same for the experimental group as for regular elementary education students, though more flexibility of requirements will be provided on the basis of examination of students background and appropriate guidance. Many existing programs which are training teachers for the culturally disadvantaged are utilizing flexible, new approaches. The Brooklyn College of City University[6] suggests that their courses "represent a new synthesis of subject matter" adaptable to the specific needs of the teachers in training.

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[6] "The Preparation of College Graduates for Teaching in Urban Elementary Schools in Economically Disadvantaged Areas." An unpublished brochure by the Department of Education of Brooklyn College of the City University of New York.

It is assumed that the establishment of remediation centers in 1) language arts 2) science-mathematics, 3) social science, and 4) humanities will have a significant effect upon the success of the students in their course work. The plan of this project is to control class size, hand pick instructors and provide consultant services for the improvement of instruction will reinforce the effect of the remediation center. Programs such as the Syracuse Program[7] utilize remediation and individualization in training teachers of the disadvantaged. They recommend close careful supervision and guidance along with smaller more individualized classes. Project APEX[8] in its first year of operation has had some success with a compensatory curriculum for 60 high school graduates of the "general" (non-college preparatory) curriculum in New York City. Through skill building seminars focusing primarily upon diagnostic, remedial and acceleration programs the intention is to systematically produce successful experiences in school, to obtain maximal gains during the year's work at New York University, and to increase both feelings of self-confidence and the competence to do academic work in college.

The specialization requirement of a minor area of concentration (of from 22 to possibly 43 semester hours) will be retained for the experimental group. However, it is assumed that the careful selection of the concentration from courses in sociology, anthropology, psychology, speech correction, reading, health education and special education-mental retardation-emotionally disturbed, will provide a needed background for effective teachers of the culturally disadvantaged. Passow[9] suggests the need for teachers of the disadvantaged to have a background in such areas as anthropology, sociology, and social psychology. Others suggest [10, 11, 12] the need for background in such areas as psychology, social problems, research, special education and communication skills.

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[7] "Urban Teacher Preparation Program." An unpublished report from Syracuse University and the Syracuse Public School System.

[8] A Program for Excellence in Urban Teacher Education; a New York University Experimental Program to Prepare Teachers of Culturally Deprived and "Peace Corps Type" High School Teachers in Urban Areas of Poverty. (Manuscript December, 1964) Report on program in process.

[9] Passow, A. Harry, Editor "Education in Depressed Areas." Bureau of Publications Teachers College, Columbia University, New York. 1963.

It is assumed that by teaching all required professional education courses with an orientation toward the problems of the culturally disadvantaged, a real feeling for the problems and competency for dealing with them can be achieved. Since professional courses at this institution have a laboratory requirement the opportunities are many for first hand experiences with culturally disadvantaged children during each of the college years. Student teaching done in the "center city" schools of Milwaukee, Racine, Kenosha or even Chicago will provide a most important dimension of the program. It has been established that laboratory experiences including student teaching can be provided for Wisconsin State University-Oshkosh students in urban depressed areas. A feasibility study of such a student teaching program in Milwaukee during the 1965-66 school year, conducted under a Wisconsin Board of Regents grant, revealed that arrangements for these laboratory experiences can be readily made. Supervision by the University staff and relationships with the university program can be easily maintained. Cooperative arrangements with other universities (in this case University of Wisconsin, Milwaukee) can be established.

The regular contact during each semester with culturally disadvantaged children in both in and out-of-school settings plus intensive summer programs of observation and participation in depressed areas are crucial to successful student teaching and subsequent teaching in schools for the culturally disadvantaged. Many theorists have suggested need for courses oriented toward problems of the culturally disadvantaged. Storen[13] suggested that teacher education should include observation and experience in working with the disadvantaged in field work. As to curriculum, Storen recommends specialized, more rigorous classes for teachers of the disadvantaged, oriented towards the unique needs of the disadvantaged. She

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[10] Educational Policies Commission of the NEA, and the American Association of School Administrators. "The Education of Teachers of the Disadvantaged." National Education Association Journal, Vol. 54, September, 1965, P. 12.

[11] Bahnham, Dorsey "The Great Cities Project." The National Education Association Journal, 1963, V. 52 (4) Pp. 17-20.

[12] Grotberg, E. H. "Learning Disabilities and Remediation in Disadvantaged Children." Review of Educational Research, Vol. XXXV No. 5, December, 1965.

[13] Storen, Helen F. "Educating Teachers for Underprivileged Schools." AST

also suggests that the students should be acquainted with the cultural problems of the under-privileged to help them to overcome fears and misconceptions. Masoner and Lofthouse[14] encourage the teaching of such areas as unemployment, discrimination, crime and delinquency, illiteracy, air and water pollution, taxation, social and cultural backgrounds, etc. The "BRIDGE"[15] project also makes similar recommendations. These are the types of topics which will be integrated into the specialized curriculum of this project.

8. If some of the experimental group can not successfully complete the program leading to a degree and certification they can be prepared for positions as paraprofessionals thus encouraging university and state department of public instruction consideration of non-degree training programs and modified certification opportunities.

Some of the 100 selected for this project may not be able to successfully complete the collegiate program despite the special curricular arrangements provided in the project. The increasing demand for paraprofessionals in depressed area schools suggests another level of salvage operation for those in the experimental group whose college work continues at such a low level as to make questionable the awarding of a degree and a recommendation for certification. Such students might be encouraged to accept one of the various non-or paraprofessional positions available in depressed area schools. The experience of this project might suggest a new type of paraprofessional training and certificate for those persons unable to complete the college teacher education program but yet having interest in working with children in depressed areas and certain useful training and ability.

Summary

The Background for the Study, Objectives, and Rationale that was outlined in the Introduction section of this report encompass the total scope of an eight to ten year longitudinal study. The U.S.O.E. Bureau of Research contract for Aug. 1, 1967, to Sept. 15, 1968, provided support for the initial phase or first year of this longitudinal study. The objectives during this period were to:

[14] Masoner, Paul and Lofthouse, "Implications of Urbanization for Professional Laboratory Experiences." AST

[15] Cooperative Research Project No. 935, op. cit.

1) provide information regarding the project to those WSU-O freshmen or first semester sophomores who had been placed on probation or who had been dropped from the university for academic reasons;
2) analyze background information regarding those students from the group contacted who indicated an interest in the project;
3) design a curriculum both to meet the academic needs of these students and to prepare effective elementary teachers with empathy for the disadvantaged and competence in teaching the disadvantaged; and
4) test on a limited basis, with a pilot group of students, the effectiveness of some of the curriculum developments during the 1968 summer session.

METHODS

This section of the report will deal with the methods that were employed to meet the first year's objectives. Objectives number one and two are combined due to their interrelationship.

Objective No. 1. Provide information regarding the project to those WSU-O freshmen or first semester sophomores who had been placed on probation or who had been dropped from the university for academic reasons.

Objective No. 2. Analyze background information regarding those students from the group contacted who indicated an interest in the project.

Method: The classes entering Wisconsin State University-Oshkosh in September 1966, February 1967, September 1967, and February 1968 were chosen as the group to be studied. Some 2,400 students were identified from these groups as being on probation or having attriculated from the University. Initial contact letters (Appendix A) were sent to all of these students and recruitment meetings were held on campus. Follow-up letters with descriptive information about the project (Appendix B) and questionnaires used in the recruitment meetings (Appendix C) were mailed to those showing a continuing interest but who were unable to attend the recruitment meetings. Of this group, 255 attended meetings, completed questionnaires, and expressed continuing interest during the 1967-68 school year.

The assumption was made that the 255 typified the students most likely to be recruited into a program, once initiated. Consequently, an analysis of this group was made and revealed the following:

1. All had been admitted to the University.
2. Approximately half were women and half were men.
3. Over half needed to earn more than half of their college expenses.
4. American College Test scores ranged from 99 to 1 with 54 above the national median and 22 in the 80th. and 90th. percentiles.
5. Approximately half ranked above the 50th. percentile in their high school graduating class.
6. I. Q. scores where available ranged from 82 to 135.
7. About half were enrolled in teacher education programs. The other half indicated an inclination to change their objectives.

8. The majority of this group of students came from within a 90-mile radius of the campus.
9. About two-thirds of the group came from larger high schools, i.e., 100 or more in high school graduating class.
10. Of 125 surveyed, only a few could clearly be characterized as economically disadvantaged.

As far as the above items were concerned, the group was not markedly different from any random grouping of 250 freshmen at WSU-O. Although there was no consistent pattern in terms of academic areas of weakness, poor study habits and low interest level were the problems most frequently identified. Other problems identified included: lack of help from instructors, inability to understand instructors, poor high school preparation, too heavy an academic load, and difficulty in adjusting to college.

Objective No. 3. Design a curriculum both to meet the academic needs of these students and to prepare effective elementary teachers with empathy for the disadvantaged and competence in teaching the disadvantaged.

Method: Acting upon recommendations from the Project Director, the President appointed a University-Wide Representative Council to work with the project staff on curriculum design. The Council was comprised of one representative from each of the following departments: English, Physical Science, Biology, Geography, Sociology and Anthropology, History, Music, Art, Physical Education, Psychology, Mathematics, Speech, Science Education, Mathematics Education, English Education, Social Studies Education, Audio Visual Education, Educational Psychology and Research and from the Reading Clinic and the Counseling Center. The Director of Testing, the Director of Institutional Research and the Registrar were also members of the Council. The President of the University, the Vice President for Academic Affairs and the Vice President of Academic Planning were ex-officio members.

At the first University-Wide Council Meeting each member was given a copy of the project proposal, a list of subcommittees and the responsibilities of each, and suggestions for writing behavioral objectives. The director gave an overview of the project and explained the purposes of the committee. He stated that there would be three major areas of emphasis: General Education, Specialization and Professional Education and proposed a time schedule for completing tasks. The responsibilities of the subcommittees were outlined in detail and delineated still further throughout the course of the year. (Appendix D)

The subcommittees of the University-Wide Representative Council worked throughout the year to meet their responsibilities. Some subcommittees have described objectives and content for all required courses in their subject matter areas and have analyzed the relation between objectives and course content. Suggestions have been noted for desirable course modifications. Faculty teaching these courses and a sampling of students were surveyed in order to 1) identify typical weaknesses in high school background among students enrolled in each general course. and 2) identify specific areas, concepts, skills in each course where a high incidence of student difficulty is found. Some of the above information has been submitted following a prescribed format. A sample of one subcommittee's work may be found in Appendix E.

During the second semester the various subcommittees of the University-Wide Council focused on the development of some rather imaginative university curriculum revisions. The sample four and five year program spread reflects this in the total training program (Appendix F), while the work of the Social Science Subcommittee illustrates an imaginative approach to a specific segment of the general education program. (Appendix G)

The curriculum design to provide specific help for students experiencing difficulty and to prepare teachers (and paraprofessionals) with empathy for, and competence in, working with disadvantaged children and youth is to be: 1) no less rigorous or encompassing than the present curriculum; 2) patterned after the existing elementary teacher education program; 3) open to interested incoming freshmen with poor prognosis for success as well as first year freshmen who have experienced difficulty; and 4) weighted heavily toward individualizing instruction, making course content relevant, and providing important direct experiences with children, youth, and society.

Objective No. 4. Test on a limited basis, with a pilot group of students, the effectiveness of some of the curriculum developments during the 1968 summer session.

Method: Information about the current status of the program was sent to the 255 students who had shown a continuing interest in the program. (Appendix H) Forty-four questionnaires were returned. Poor response can no doubt be attributed to the uncertainty of program start-up. Definite commitments could not be made until official notice was received on funding.

When notification was received that a pilot program could be initiated during the summer session, thirteen of the forty-four students were recruited for pilot activities. Twelve students actually enrolled and agreed to serve as a pilot group during the 1968 summer session to help test some of the curriculum concepts designed to make them more academically successful.

The project staff handled the advising and programming of classes for all project students.

After initial testing -- Tennessee Self-Concept Scale, Adjective Check List, A Sentence Completion Blank, and A Goal Assessment Blank were given -- a time was set for weekly meetings of the personal development seminar and for training sessions in connection with the paid work experience (paraprofessional) program. As a part of the personal development seminar, students were assigned to one of two counseling groups. Arrangements were made for individual help through the learning center.

Personal Development Seminar: The personal development seminar (in which all 12 students participated) included broad areas of consideration and employed a high degree of flexibility and an atmosphere conducive to stimulating interaction. In addition to the group counseling activity, students were assisted through: 1) orientation to facilities on campus such as the library, the reading clinic, the counseling center, the learning center materials; 2) faculty contact such as visits to personal development seminars by faculty from various disciplines to promote understanding of instructors by students, and students of instructors; 3) social gatherings involving project staff and students and teaching and administrative faculty; 4) constant and personal advising -- a most crucial part of the developmental process of the student; 5) role playing as an avenue to more open discussion and an increased understanding of situations and individuals; 6) attention to study skills with specific help in areas of reading, composition, note taking, test taking, etc.; and 7) video playback and discussion of teaching situations. Each student was instructed in the use of the pocket tape recorder and encouraged to use the recorder, when permissable, in connection with class lectures.

The counseling groups, representing one dimension of the personal development seminars, dealt with: 1) assisting students in the development of more positive attitudes toward self, family, school, and society; and 2) enabling students to identify, assess, and cope more realistically with various psychological needs. Regular weekly counseling sessions involving about six students and two faculty counselors were held throughout the summer.

Learning Center: Learning center activities were somewhat limited during the summer since many of these activities were in the planning or development stage. However, individual guidance was provided in each subject area by project staff and available materials were utilized. In physical geography and in mathematics video-tapes were made by professors. Several students used portable tape recorders available for recording lectures and checking effectiveness in note taking. Review materials were provided as available and needed.

Paid-Work Experience: The paid-work experience (paraprofessional) program involved 11 of the 12 students. All were introduced to the possibilities of training as video-tape technicians with the campus laboratory school. Six were so trained and worked effectively in this capacity throughout the summer. Two worked as aides in the Head Start program, one worked with the audio-visual department, and two worked as teacher aides in the campus laboratory school. These activities seemed to lend support to the saying that "nothing breeds success like success itself." In addition to earning money, students developed skills important to a teacher and rendered valuable services to educational ventures while feeling that they were a part of the ventures.

Student Grade Point Change: The cumulative grade point average for the group of 12 students prior to summer school was 1.60 on a 5 point scale where F=0, D=1, C=2, B=3, and A=4 grade points per credit attempted. The individual grade point averages ranged from .76 to 2.17; the total credits earned varied from 10 to 53. All students were either on academic probation or had been dropped from the university.

FINDINGS AND ANALYSIS

The first year's activity of this longitudinal study revealed the following findings.

1. Significant numbers of students having scholastic difficulty are interested in a program designed to make them successful in college and prepare them as competent teachers of the disadvantaged.

Some 2400 students from the sample population were identified as being on probation or having attriculated from the University. Of this group 255 attended meetings and expressed a continuing interest in the project during the 1967-68 school year.

2. Significant numbers of students having scholastic difficulty give indications (rank in high school class, ACT scores, some college grades, etc.) of ability to succeed in college.

College bound scores (percentiles) on the American College Test were available for 191 of the 255 students attending the recruitment meetings. The percentile range was from 99 to 1 with 162 ranking below the national median of 69. Sixteen were in eightieth and ninetieth percentiles. A breakdown revealed the number of students ranking at or below the 50 percentile: English - 110, math - 108, social science - 101, natural science - 105. These figures should not be interpreted to mean that the same students ranked in the same percentile in all areas. Twenty four of this group ranked under the 50th percentile in only one subject area.

These students graduated from high schools in various parts of the state, Illinois, Michigan and New Mexico with the majority coming from the Fox River Valley and vicinity and the metropolitan Milwaukee area. Sixty four students graduated from 21 high schools with 500 or more in the graduating class. From the twenty nine high schools with 250 or more in the senior class there were 48 students. High schools with less than 250 but more than 100 in the senior class numbered 37 and graduated 53 of the students in this group. Thirty two students graduated from 22 schools with less than 100 in the senior class. Ninety five students ranked above the 50th percentile in their graduating class.

3. The recruits for the teacher education program being developed in the project tend to be much like any group of randomly selected freshmen at this university as far as background

and ability indicators are concerned.

As a group it was found that the 255 students in the sample population did not differ significantly from any random grouping of 250 freshmen at Wisconsin State University-Oshkosh.

4. Imaginative university curriculum revisions result from attempts to better meet the needs of these students.

The unique features of the curriculum design are numerous. The duration of the program leading to a bachelor's degree and certification is longer than usual (five years plus two summer sessions) both so that student credit loads can be reduced each semester and that time will be available to engage in other important activities. A paid internship (half-pay) during the first semester of the fifth year and a paid residency (3/4 to full-pay) during the second semester of the fifth year in a disadvantaged area provide an intensive supervised teaching experience with disadvantaged children and also partially compensate for the additional financial burden of a five-year undergraduate program. A paid-work experience program in which students upon entering the program are immediately trained as paraprofessionals -- teacher aides, video tape technicians, audio-visual technicians, etc. -- and then paid at student assistant rates ($1.40/hr.) provides students with early, regular experiences in classrooms and with teachers, gives them a feeling of accomplishment, and again provides them with some financial assistance.

Personal Development Seminars (0 credit) meet each semester and summer session to help students understand themselves, build a positive self-image, set goals, develop skills of "schoolsmanship," gain needed individual and group counseling of a personal or academic nature, and keep channels of communication open between themselves and faculty members. Learning centers are established in each major area of academic endeavor -- science and mathematics, social science, language arts and humanities. Not only do they provide enrichment and auto-instructional opportunities, but also review, reinforcement, and remediation opportunities. The centers operate under careful faculty guidance in connection with specific academic problems related to specific university courses at the particular time of student need.

Course structure undergoes major revision in this design. In general education one broad subject area using interdisciplinary approaches in content and staffing, is stressed during each of several semesters. This experimentation limits the number of academic thrust areas for students during any one semester and attempts to encourage the development of greater course relevance to the concerns of students and society. For example, a 12-credit interdisciplinary social science semester under the broad title Poverty in American Society, involves the analysis of this pervasive problem through study of the disciplines of history, geography, sociology, anthropology, political science and economics. The 12-credit semester replaces six credits of American History, three credits of Introduction to Sociology, and three credits of Cultural Geography. A two credit methodology course in the social sciences is included in this semester as are direct experiences with disadvantaged children, youth, and adults. A single area of emphasis in one semester makes possible the utilization of appropriate learning center activities and appropriate field trips or off-campus living experiences. The reader is referred to Appendix F, Four and Five Year Sample Spreads, to note other single academic thrust areas.

In the area of specialization, a strong emphasis is being placed upon sociology and introductory courses in speech and hearing therapy, mental retardation, and the emotionally disturbed. Sociology of the Family, Minority Groups and Race Relations, and Introduction to Social Welfare are thought to be particularly important in providing background for professional courses such as the education of the disadvantaged. The total number of credits (33 to 36) represents a strong academic concentration as compared to the 24 hours typically taken by elementary education students.

In professional education the emphasis is clearly upon direct experience and relevance of course work to the job of teaching the disadvantaged. With content-related methodology and teaching experiences as early as the freshman year and continuing throughout the fifth year of internship and residency, the professional education of students should contribute greatly to the teacher's competence. The paid professional work experiences (paraprofessional program) also contribute greatly to the professional education of the student. Direct experiences in connection with professional education will include observing, participating with, and teaching rural and urban disadvantaged pupils. These experiences will be extensive in that they are spread over a five year and two summer session period. They will be intensive in that students will become a part of the home, school, neighborhood environment of the disadvantaged through regular and extended visits. The extensive and intensive dimensions of direct experience are believed to be crucial in changing attitudes of students and developing competency. Again the total professional education requirement represents a strengthening rather than a weakening of the present professional requirement in elementary education.

5. Faculty participation from widely diverse disciplines is important in the development of these curriculum revisions.

Effective curriculum revision in General Education and the area of specialization presupposes active faculty participation from the academic disciplines. This was accomplished quite effectively through the administrative structure of the University-Wide Representative Council and the subcommittees. Some thirty professors from the School of Letters and Science representing the departments of English, Physics, Biology, Geography, Sociology and Anthropology, History, Music, Art, Mathematics, Geology, and Psychology, worked with School of Education professors and university support personnel in the first year of the curriculum design facet of the project.

6. Only certain faculty members in each discipline have both interest and competence in developing curriculum to meet the needs of these students.

7. Attitudes of the pilot group of students toward college, professors, and academic pursuits were more positive at the end of one summer of project activity than at the beginning of the summer.

In the evaluation of pilot activities at the close of the eight week pilot activities, both students and staff noted significant positive attitude changes toward study, school, teachers, and teaching the disadvantaged. On a questionnaire developed by a committee of students in the project there was complete or near complete agreement to such statements as:

1. I have added confidence to lead a much easier and freer life, especially at this university.
2. I feel more individualistic.
3. I feel happier towards school now.
4. I now have the feeling that teachers have an interest in students and a concern for whether or not they pass.
5. I enjoy many more things and accept things easier.
6. I now have a definite goal in life.
7. My goal in life is to teach the culturally deprived.
8. Because of the help of the program I don't feel like "just another student" any more.
9. I feel that faculty members and administrators have a sincere interest in the students who are in the program.
10. I feel very concerned for what happens to other students in the program.

11. I have gained added confidence through the program.
12. I want to learn more from and about the teachers than before.
13. I want to get more out of my subjects than before.
14. I would like to learn more about my friends in the program.
15. As a result of being in the project, I have found that I want to teach more because I found that I really like to work with people.
16. I now find that I am studying in a field that really interests me.
17. I never had much feeling for faculty members before, but now I feel that many of them are concerned about us as people as well as students.

In a two-hour, taped evaluation session pilot students gave suggestions for improving the effectiveness of project activities, strongly supported the basic purposes and directions of the project, gave testimony to the positive changes that had taken place in their attitudes and accomplishments, and indicated a desire to continue participating in pilot activities.

8. Attitudes of the pilot group of students toward teaching and toward the disadvantaged seem to be positively influenced by the activities of this project.

9. Pilot student grade point averages were significantly raised through one summer.

The cumulative grade point average for the group of 12 students prior to summer school was 1.60 on a 5 point scale where F=0, D=1, C=2, B=3, and A=4 grade points per credit attempted. The individual grade point averages ranged from .76 to 2.17; the total credits earned varied from 10 to 53. All students were either on academic probation or had been dropped from the university.

During the summer session 71 credits or approximately 6 credits per student were attempted -- a full student load is considered 8 credits in the summer session. Of the grades received, 12 credits of A, 23 credits of B, 32 credits of C, 2 credits of D, and 2 credits of F were earned by the students. The cumulative grade point average for the group of 12 in the summer session was 2.58 or one full grade point over the cumulative grade point prior to summer session. The group cumulative grade point average was raised a significant .23 by the efforts of one summer.

10. Pilot students were effective as paraprofessionals after short-term training sessions.

The paid-work experience (paraprofessional) program involved 11 of the 12 students. All were introduced to the possibilities of training as video-tape technicians with the campus laboratory school. Six were so trained and worked effectively in this capacity throughout the summer. Two worked as aides in the Head Start program, one worked with the audio-visual department, and two worked as teacher aides in the campus laboratory school. These activities seemed to lend support to the saying that "nothing breeds success like success itself." In addition to earning money, students developed skills important to a teacher and rendered valuable services to educational ventures while feeling that they were a part of the ventures.

11. This project has the capability of enlisting financial support at the federal and state levels.

Approximately $60,000 from U.S.O.E. and $40,000 from Wisconsin State University Board of Regents supported the first year's activity. Approximately $60,000 has been requested from U.S.O.E. for 1968-69 program, while WSU Board of Regents has allocated approximately $100,000 for second year program activities.

CONCLUSIONS AND RECOMMENDATIONS

Few conclusions can be drawn from the findings of the planning year of this project other than the conclusion that this project should be continued, nurtured and supported so that the true implications of its impact upon decreasing freshman attrition and increasing production of teachers of the disadvantaged can be seen and evaluated.

A transition year grant from the Bureau of Research of the U.S.O.E. and increased support from the Board of Regents of State Universities makes possible the continuation of project development and pilot activity with approximately 50 students during the 1968-69 academic year and summer session. Budget needs for implementing the 1969-70 year of the project have been submitted to the Board of Regents of State Universities. The 1969-70 year will launch a five-year experimental teacher preparation program at Wisconsin State University-Oshkosh for at least 50 incoming freshmen and a four-year version of the program for at least 50 students who have had academic difficulty during the freshman year. The project development thus far, the pilot activity indicators and the past and present Federal and State investment strongly argue for the implementation of this program by the Board of Regents.

It is recommended that the number of 100 during the first year be increased each year as financial support is increased. The per student cost should decrease as the number of students involved increases. The increased number of students in the project will serve not only to provide a larger manpower resource for teaching the disadvantaged but also provide multiple opportunities for controlled research related to variables involved in the study.

After the completion of one year of project operation, a group of elementary education students interested in the project but having no significant problem in academic achievement should be recruited. The ultimate goal as far as elementary education is concerned is to develop a modified curriculum which better meets the needs of both the teaching profession and all students in elementary education. Thus the modified curriculum will eventually supplant the curriculum presently in operation for the majority of students in elementary education.

As the project moves into the second, third, and fourth year of operation groups of students primarily interested in working with junior and senior high school age youngsters should be included with appropriate modification in curriculum.

The five-year sequence being planned and the expected graduate program (masters and specialist degrees) development at Wisconsin State University-Oshkosh in curriculum and supervision, counselor education, early childhood education, and in related areas (educational psychology, school psychology and special education) combine to provide the opportunity for better meeting the needs of able undergraduates interested in a 5-year master preparation prior to initial certification. Teachers in service have great need for graduate programs which have build-in relationships to the teaching, supervision, and counseling of disadvantaged children and youth. The Wisconsin State University-Oshkosh project provides these relationships. It should be noted that the faculty expertise and graduate assistant resources brought to the university by the development of graduate programs in education are essential to the effective nurture of this project.

The paraprofessional, or paid-work experience, dimension of the project also needs expansion and special attention. A terminal type program for educational technicians and leading to some type of "associate degree" is envisioned as a part of this project. Some students in the four or five year sequence may not be able to complete the academic program and others may simply desire to follow an associate degree paraprofessional program.

It is recommended that other schools of the university -- letters and science, business administration, nursing -- follow closely the findings of the project since the attrition problem is by no means peculiar to the School of Education. Implications for aiding underachievers in all areas of higher education will be numerous.

Finally it is strongly recommended that continuing research activities be supported so that the implications of this project for other institutions of higher education in the state and nation can be clearly articulated and supported.

Appendix A

November 10, 1967

Wisconsin State University-Oshkosh is developing a new teacher education program which we think will be of special interest to you. This program is being specifically designed for students who have had difficulty with academic work in the past.

The curriculum we are presently building will contain content and procedures not usually found in a university program. Many of the changes are being made to ensure a greater chance of scholastic success for you; other changes are being made to give you early opportunities to work as a professional and even to earn money while engaging in teacher preparation. If together we are successful you will earn a university degree and be prepared and certified as a teacher in an elementary, junior high or possibly senior high school. Perhaps most important of all we feel certain you will enjoy this educational experience and gain many personal rewards and satisfactions from being connected with an experimental program that may have national implications in higher education.

Please complete the enclosed self-addressed card and return it by November 17th.

Sincerely yours,

(Signed)

David L. Bowman,
Dean, School of Education

(Signed)

Roger E. Guiles, President

Appendix B

February 16, 1968

Early in November of the past year we sent you a letter regarding a new teacher education program that we thought would be of special interest to you. We sent a follow-up letter later in November to those who had not returned the self-addressed card included in the first letter.

We are now contacting all those who returned the cards indicating they were interested in this program but who did not attend any of the meetings which were held to further explain the program. With this letter we are attaching a sheet discussing what was covered in greater detail at some of these meetings. We then ask you to complete the questionnaire enclosed if you wish to be considered for admission into this program -- should it materialize this summer. We have had a very positive response from those students who have attended the meetings. I hope you will find it possible to complete the enclosed questionnaire and return by March 1st.

If you have further questions please feel free to call Mrs. Bernice Miller, Assistant Project Director, Telephone, 235-6220, ext. 332, or stop at her office which is located in the Rose C. Swart Campus School, room 301.

Sincerely yours,

(Signed)

David L. Bowman,
Dean, School of Education

Regarding the Research Project in Teacher Education

It has long been the contention of the director of this project and many others on this staff at WSU-O that 1) we lose a lot of students for academic reasons who really have the ability to succeed in college; and, 2) we are not preparing teachers for all children and youth as effectively as we might. A research project was proposed to the Federal Government that we study the group of students who have dropped out of college or who are on probation and design a college curriculum to make them successful in college and to better prepare them to teach all of the children and youth in our schools. The proposal was accepted and funded for this year.

We have already identified some 200 students interested in this program and hope that others will be included. We have begun a study of the present teacher education curriculum and are busy designing modifications that will accomplish our goals. Some of the innovations we are considering including are as follows:

1. Identifying the places in each course where students have the greatest difficulty and building special programs to help them at these points.
2. Designing learning centers in every area of the curriculum where students can go for immediate help in connection with problems confronted in course work or problems stemming from weak high school background.
3. Early skill development programs to provide students with ability to earn money while going to school but through working in public school or university classrooms and research centers.
4. Introducing non-credit seminars where members of the project staff will meet with small groups of students for the purpose of getting to know them, providing necessary orientation, exploring a myriad of fascinating and pertinent topics and providing a continuity throughout the entire project.
5. Developing new approaches to college courses including changes in content and in method and involving more first-hand experiences with teachers and pupils.
6. Reducing the semester load that students carry and making this up by providing all student teaching experience in a fifth year of college -- this fifth year being one in which the student is paid half-time salary for part of the year and probably full-time salary for the rest.

We do not presently have authorization to put the program into operation. We are working on it however and are hopeful that it can be approved for initiation this summer. The program assumes that each student has completed the equivalent of about one year of college work. (Students with only a semester of college work will not necessarily be excluded.) We are tentatively planning to have all students in the program spend the first summer together. The only other summer session that they would need to attend would be the summer session following the fourth year and prior to their year of teaching in the field. The intervening summers might be used by those students who need to pick up extra credits or retake courses in which they had received a failing grade. At the completion of this program -- should it be authorized and should you be enrolled -- you would earn the same degree and certification privileges as are now earned by those enrolled in the elementary education program.

April 11, 1968 **Appendix C**

Wisconsin State University-Oshkosh is developing a new teacher education program which we think will be of special interest to you. This program is being specifically designed for students who have had difficulty with academic work in the past.

The curriculum we are presently building will contain content and procedures not usually found in a university program. Many of the changes are being made to ensure a greater chance of scholastic success for you; other changes are being made to give you early opportunities to work as a professional and even to earn money while engaging in teacher preparation. If together we are successful you will earn a university degree and be prepared and certified as a teacher in an elementary, junior high or possibly senior high school. Perhaps most important of all we feel certain you will enjoy this educational experience and gain many personal rewards and satisfactions from being connected with an experimental program that may have national implications in higher education.

With this letter is a more detailed explanation of the program and a questionnaire. Please fill out the questionnaire and return it to me if you wish to be considered for admission into this program -- should it materialize this summer.

If you have further questions please feel free to call Mrs. Bernice Miller, Assistant Project Director, Tel. 235-6220, ext. 332, or stop at her office which is located in the Rose C. Swart Campus School, room 301.

Sincerely,

(signed)

David L. Bowman, Dean
School of Education

Regarding the Research Project in Teacher Education

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QUESTIONNAIRE Ia

Name ____

Campus Address ______________________________________

Parent's Address _____________________________________

Age ________ Male ________ Female _______ Married _______

Year and semester you began attending WSU-O__________________

Did you enter on probation? ____________________________

Cumulation grade point average ______________ Indicate number of semesters and dates of probationary status.

School enrolled in: Business Administration ________ Letters &

Science ________ Education __________ Nursing _______

Major ____________________

Are you now attending WSU-O? ________ Semester status _________

List names and numbers of courses and grades you received for them. If you transferred credits to WSU-O from another college or university, please indicate the name of the school next to the course.

Total credits earned ___________ Credits and grades expected for this semester's work.

If attending another college, university or vocational school, list name of school, courses you are taking this semester and grades anticipated.

If not attending school, are you employed? __________
Where? ______________________________ In what position? ____________

If you are not attending school or employed, what are you doing at the present time?

Military status ____________

Would you be able to return to school this summer if this is a condition for participating in this special program? _____________

Would you be able to begin in the fall? _________________

Would you be willing to participate in a summer work program involving contact with children? _________________

Can you afford the typical state university fees and board and room costs? ____________

Would you need to earn part of your expenses? ___________

¼ __________ ½ ______________ Other ___________

If you are now attending WSU-O, do you hold a part-time job? ____

Where___________________ How many hours per week do you work? ______________

Do you finance your education in other ways? _______ Summer work __________ Parent assistance ________ Scholarship ___

Loan __________ Other _________________________

If you are not attending WSU-O, indicate how you met your expenses while you were on campus.

Indicate what you liked best at WSU-O and why.

Course:

Activity:

Professor:

Administrator, Counselor or other University person:

Other (facilities, procedures, etc.):

What do you like least at WSU-O? Again, an explanation of your response would be helpful.

Course:

Activity:

Professor:

Administrator, Counselor or other University person:

Other (facilities, procedures, etc.):

What do you believe is causing you to have difficulty in being successful at WSU-O?

Name of high school ____________________ City ____________________

Number in your high school graduating class ____________

Your rank in graduating class _____________

What activities did you participate in while you were in high school?

Identify the areas, or subjects in which you feel you were strong or weak during high school and the grades you received.

Strongest Areas	Weakest Areas

Appendix D
Nov. 20, 1967

Research Project
Teachers for the Disadvantaged

SUBJECT AREA SUBCOMMITTEE RESPONSIBILITIES
(For Required Courses Presently in the Curriculum)

To do Semester I:

1. Identify courses in elementary program
   This has been done and list is attached with suggested groupings of courses and subcommittees.

2. Describe objectives and content for all required courses.
   a. Syllabi and course outlines are available for each course in Dr. Bowman's office.
   b. More up-to-date outlines in use may need to be procured from professors presently teaching courses.
   c. Content description needs to be provided for each course.
   d. Objectives for each course need to be examined. Staff would like all objectives stated as behavioral objectives.
   e. A brief analysis needs to be made of the relationships or lack of relationships between objectives stated behaviorally and course content.
   f. Suggestions for possible course modifications, where desirable, should be made.

3. Identify typical weaknesses in the high school background students bring to each course (marked with an asterisk). It is not enough to obtain a reaction such as "their high school biology background is weak," or "they have has no physical science background in high school to speak of." Some specific aspects of a course will not be particularly affected by the fact that a student has not had high school work in the subject; other specific aspects will be. Still other specific aspects of the course will reflect the caliber of work done in high school. The goal is to pinpoint weaknesses as much as possible.
   a. Build a simple outline delineating course content, skills, understandings, appreciations to aid in surveying the situation.

   b. Survey instructors presently teaching the course and those who have taught it for years. Gain information from them regarding typical -- but specific -- background weaknesses of students.
   c. Survey students presently enrolled in the course. Use a sampling technique to get student reaction to specific weaknesses in their high school background.
   d. If you know of anything in the literature or of a research nature that gets at this problem, identify it and include its contribution.

4. Identify for each course marked with a double asterisk, specific areas, spots, concepts, skills, etc., where students frequently have difficulty. Follow procedures suggested under 3 above. In fact, the identification processes in both 3 and 4 could be done in the same survey.

To do Semester II:

1. Explore possibility of modifying experimental sections of course in terms of the specific needs of the experimental group of students and in terms of the needs of teachers of the disadvantaged.

2. Explore possibility of substituting a different course for the one typically required if a strong rationale for this, in terms of the best interests of students and the preparation program, can be presented.

3. Develop programs for strengthening student in terms of background preparation for each course.

4. Develop program for reinforcing and augmenting work done in course to better ensure success. Design special materials for aiding the learner at those points where learners typically have difficulty. These materials might include: video tapes of crucial lectures; video tapes to vividly depict skills, techniques or strategies essential to success in the particular course; recordings of important facts, concepts, relationships; repeating film loops made of important demonstrations, outlines reviewing essentials in the course; sample test questions which parallel those presented on examinations.

Courses	Subcommittees
English-Language Arts	
Eng. 38-101, 102, Eng. Comp. (1st yr.) 6 cr.	Dr. Dickmann, Chrmn.
Eng. 38 311, 312 or 313, 314, Eng. Lit. or Am. Lit. 6 cr.	Mr. Hartig
Speech 96 111, Speech Fundamentals (1st yr.) 3 cr.	Dr. Hutchinson
Eng. 38 321, Children's Lit. 3 cr.	Miss Halpert
Ed. 13 511, Language Arts Meth. 2 cr.	Miss Engleman
Social Science	
Hist. 57 101 or 102, West. Civ. to Renais. or from Renais. (1st yr.) 3 cr.	Dr. M. Anderson, Chrmn. Dr. L. Anderson
Hist. 57 301, 302, American History, 6 cr.	Mr. McConnell
Sociology 92 201, Principles of Sociology, 3 cr.	Dr. Kinzie
Geography 50 111, Cultural Geography, 4 cr.	Dr. Conner
Hist. 57 541, History of Wisconsin, 2 cr.	
Ed. 13 517, Social Studies Methods, 2 cr.	
Science and Mathematics	
Physical Science 80 101, Physical Science, 4 cr.	Dr. Gibbs, Chrmn.
Biol. 26 101, Biology (1st yr.) 6 cr.	Dr. Hall
Math. 67 201, 203, Remedial and College Arith., (1st yr.) 0 & 2 cr.	Dr. R. White Mr. Wonders
Math. 67 403, Fundamentals of Arithmetic, 3 cr.	Dr. Lavenda
Math. 67 603, Math. Methods, 2 cr.	Mr. Wasser
Ed. 13 515, Science Methods, 2 cr.	
Biology 26 547, Conservation, 2 cr.	
Art, Music, Physical Education	
Art 22 101, Drawing and Color (1st yr.) 2 cr.	Dr. Linton, Chrmn.
Art 22 328, Exploration of Materials and Design, 2 cr.	Mr. Donhauser

Courses	Subcommittees
Art, Music, Physical Education	
Art 22 105, or Music 73 309, Art Hist. or Music Appreciation (1st yr.) 2 cr.	Miss Sparks
Music 73 101, Fundamentals of Music (1st yr.) 3 cr.	
Phy. Ed. 77 111, 112, Gen. Physical Ed. (1st yr.) 2 cr.	
Art 22 555, Art Methods, 2 cr.	
Music 73 515 or 516, Lower or Upper Elem. Music Meth. 2 cr.	
Phy. Ed. 77 521, Phy. Ed. Methods, 2 cr.	
Health Ed. 55 501, Health Education, 2 cr.	
Psychology and Education	
Psychology 86 301, General Psychology, 3 cr.	Dr. Reese, Chrmn.
Ed. 11 101, Orientation to Public Ed. (1st yr.) 2 cr.	Dr. Brehman
Ed. Psych. 18 371, Child Growth and Development, 2 cr.	Dr. Rucinski
Ed. Psych. 18 575, Basic Educational Psychology, 2 cr.	Dr. Weisse
Ed. 13 513 or Ed. 11 529, Kdg. Tech. or Jr. H. Curr. 2 cr.	Dr. Dixon-Robinson
Ed. Psych. 18 587, Tests and Measurements, 2 cr.	
Ed. 11 703, Social Foundation, 2 cr.	
Course Related Activities	
Introduction of a Project Seminar for functions of organization, coordination, counseling, testing, cooperative planning.	Mrs. Miller, Chrmn. Dr. Mundt Dr. Cech Dr. Gange
Developing student skills for part time employment in schools.	Dr. Jorgenson Mr. J. K. Johnson
Developing Learning Center Idea	

Note: Chairmen will be calling a meeting within two weeks.

January 26, 1968

Re.: Research Project, Teachers for the Disadvantaged

To Subcommittee Members:

You will recall that a number of responsibilities were to be accomplished by subcommittees by the end of semester I. At this time, I should like to remind you of the specifics, ask you to gather the data, and get it to me by February 5 if at all possible.

Subcommittees were to:

1. Describe objectives and content for all required courses (the particular courses for each subcommittee were noted in the November 20 communique). The project staff desires to have the objectives stated as behavioral objectives.
2. Briefly analyze any relationships or lack of relationships between the objectives stated behaviorally and the course content.
3. Note suggestions for possible course modifications where desirable.
4. Present the results of the investigation of typical weaknesses in high school background that students bring to each course and the specific areas, concepts and skills where students frequently have difficulty in the course (these courses were identified in the communique of Nov. 20). In this presentation may I suggest the following format to facilitate staff compilation and presentation later:
    a. Method. Describe the survey procedure used, what specific sampling of students was used, and how faculty reactions were obtained.
    b. Findings. Report the factual findings relating to high school background weaknesses and problem areas in college courses. If this could be done in table form this should be particularly helpful.
    c. Discussion. Identification and interpretation of significant results revealed in the findings.
    d. Conclusions and recommendations -- should there be any at this stage.

e. Attachments. Please attach copies of the survey instruments used.

I hope before too long, after receiving your materials, we shall be able to meet to explore next steps.

David L. Bowman
Dean, School of Education

March 6, 1968

Research Project
Teachers for the Disadvantaged

SUBCOMMITTEE RESPONSIBILITIES --- Semester II, 1968-69

In Retrospect

At the outset a review of subject area responsibilities for semester I seems appropriate.

1. Describe objectives and content for all required courses (as noted in the November 20 materials). Objectives were to be stated in behavioral terms.
2. Analyze relationships or lack of relationships between objectives stated behaviorally and the course content.
3. Note suggestions for desirable course modifications.
4. Survey faculty teaching courses and a sampling of students enrolled in the courses during semester I for the purpose of:
    a) identifying typical weaknesses in high school background among students enrolled in each general education course.
    b) identifying specific areas, concepts, skills in each course where a high incidence of student difficulty is experienced.

    In the submitting of data relating to (4) above, subcommittees were asked to follow a format of describing the method used in survey and sampling, reporting findings, discussing significant results, presenting conclusions and recommendations and attaching instruments used.

Reports from subcommittees were to be submitted to the Project Director by February 5, 1968. Many fine reports are in our hands and the project staff has been impressed by the efforts made by many and the quality of returns received. Some reports, however, are not yet in. We hope these will be forthcoming shortly.

In Anticipation

During semester II plans call for subcommittees to focus upon two major tasks. One is to develop a detailed listing of the experiences, materials and activities appropriate for aiding students who have had or are having difficulty in any of the required courses. The other is to aid the staff in the development of the experimental curriculum for the project students.

Task I --- Listing experiences, activities and materials appropriate for the learning centers.

a) The key for beginning this task lies in the results of surveys made in semester I. Listings should include some attempt to provide something in the learning center for every major area of difficulty (identified by 20% or more of the students or identified by the majority of those teaching the course).

b) This task may involve the use of consultants. Public school teachers or subject area supervisors who are conversant with materials on the market would be one consultant source. Publishing company, film and tape company, and equipment company representatives would be excellent and willing consultants. In each discrete subject area there are usually some university professors who have specialized in identifying and developing materials helpful in teaching. These persons might be used as consultants. And, of course, our own subcommittee members, other Wisconsin State University-Oshkosh faculty members and the Educ. Materials Center of the Library can provide consultant help. Any use of off-campus consultant help should be cleared through the Project Director's Office.

c) In addition to submitting a rather complete listing of the selected activities, materials and experiences to aid students in the learning centers, it is hoped that some experimentation with a specific item or two will be conducted by each subcommittee. For example, one person may wish to video-tape a specific class demonstration or lecture and even test its effectiveness in aiding students presently enrolled in, and having some difficulty in, a required course. Another person may wish to try a programmed instruction approach to background review to test its value in strengthening students with weak high school background.

Plans for proceeding with Task I should be made early (subcommittees will be called to meet within the next week or two) since use of outside consultant resources will involve clearing dates and setting aside mutually agreeable times for meeting. The results of efforts in connection with Task I should be submitted to the Project Director through subcommittee chairmen by June 1st. It is possible that some activities in this area can be conducted during the summer session.

Task II --- Aiding the Project Staff in the development of a curriculum uniquely designed for the needs of the students enrolled and for the preparation of effective teachers for the disadvantaged.

a) The staff has designed a "trial balloon" spread of courses including several innovations in content, method, organization and laboratory experiences. These materials are being explained and placed in your hands at the March 6 meeting.
b) Each subcommittee is asked to discuss aspects of particular interest or concern in the course spread and make suggestions as to how to proceed in further delineation of ideas, new courses, etc.
c) When a subcommittee member has a specific interest in one or another of the suggested innovations it is hoped he will be active in developing the course or the block plan or the special sequence of experiences.
d) As further developments of the curriculum take place and delineations are available they will be forwarded to subcommittees for reactions.

In addition to the two major tasks noted above there may be need for an occasional University-Wide Committee meeting to look at developments in terms of the program operation this summer and next fall (if Board support is obtained). The project staff deeply appreciates the cooperation we have received and the efforts being made in the interests of salvaging students to increase the supply of teachers for the disadvantaged.

Research Project
Teachers for the Disadvantaged

Appendix E

REPORT OF IDENTIFICATION OF TYPICAL STUDENT WEAKNESSES IN BACKGROUND AND ACHIEVEMENT IN THE COURSE 73 101, ELEMENTS OF MUSIC

OBJECTIVES

The objectives of this study were 1) to identify typical weaknesses in the high school background which students bring to this course, and 2) to identify specific areas of content and procedure in which students frequently have difficulty while taking the course.

METHOD

A survey instrument which identified areas of achievement related to the behavioral objectives and content descriptions of the course syllabus was developed and employed (copies of the course syllabus and survey instrument are attached). Random samplings were taken among students in their final two weeks of instruction in the course. 40 students from two sections of the course responded without personal identification. Each of the two instructors also completed the questionnaire in order to identify what he believed to be the problem areas.

FINDINGS

Table I (next page) shows the results of the survey of students and teachers with regard to problems of poor quality background before taking the course and problems of achievement during the course. Students' responses are stated in terms of the percentages of the total sampling, and teachers' responses show whether or not the area was indicated as a problem by one or more teachers. The areas are categorized under three types--understandings, skills and procedures--and are listed within each category from those of greater to those of lesser significance as problems in achievement.

Table I--Student-Teacher Identification of Problem Areas in Background and Achievement

	Problems of Achievement		Problems of Background	
	Student Identification	Teacher Identification	Student Identification	Teacher Identification
UNDERSTANDINGS				
1. Minor keys and scales	.43	yes	.80	yes
2. Interval identification (2nds, 3rd, etc.)	.10	yes	.40	yes
3. Relative rhythmic duration of a note or notes	.10	yes	.20	yes
4. Names and location of notes on piano	.10	no	.18	yes
5. Major scale structure	.08	no	.50	no
6. Concept of key and key signature	.08	no	.48	yes
7. Flat/sharp signs and their affect on pitch	.08	no	.28	no
8. Musical phrase and motive	.08	no	.60	yes
9. Time signatures	.05	no	.20	yes
10. General structure of a chord	.05	no	.45	yes
11. Letter names of pitch notation	.03	no	.33	no
12. Rhythm names of notes (quarter, etc.)	.03	no	.12	no
13. Terms such as tempo, ritard, forte "f"	.03	no	.45	yes
14. Difference between a I and V chord	.03	no	.83	yes
SKILLS				
1. Reading pitch from notation in simple melody	.55	yes	.63	yes

2. Hearing basic intervals (M2, m2, M3, m3, etc.)	.38	yes	.55	yes
3. Accurately matching pitch with singing voice	.38	yes	.50	yes
4. Correcting own errors in pitch or rhythm	.30	yes	.60	yes
5. Reading rhythm from notation in simple melody	.28	yes	.43	yes
6. Piano chording with a simple melody	.28	yes	.55	yes
7. Chanting notated rhythms while clapping beat	.25	yes	.60	yes
8. Playing simple melodies on piano or bells	.10	no	.30	yes
PROCEDURES				
1. Approximate place to study and practice	.38	yes	---	---
2. Amount of study and practice	.25	yes	---	---
3. Rate at which material was covered	.23	no	---	---
4. Size of class	.18	no	---	---
5. Knowing how and what to study and practice	.15	yes	---	---
6. Approaching problems on individual basis	.13	yes	---	---
7. Adequate materials to study and practice	.10	yes	---	---
8. Instructor's presentation of material	.05	no	---	---
9. Individual help in class	.05	yes	---	---
10. Individual help out of class	.03	yes	---	---

DISCUSSION

Of the 22 listed items of content in understandings and skills, 20-83 per cent of the students rate their background as poor for all but 2 items. This is substantially confirmed by the teachers' responses. The finding is not unexpected because the majority of those identifying problems in background have probably a) had no formal instruction in music since the seventh or eighth grade, or b) had only a vocal experience in music classes in which most response was by rote.

All areas of understanding which were identified as significant problems of background do not remain problems of achievement by the end of the course except for item (1), minor keys and scales. The persistence of this problem is probably a result of both limited background and insufficient experience with minor tonality during the course. Item (14) was one of the greatest problems of background, but one of the lesser problems of achievement.

It can readily be seen that all of the skill areas were significant problems of background, and all but the last remain problems of achievement although there is some decrease of the problems in all cases. The most serious problems in the achievement of skills are in the related areas of hearing and reading pitch intervals and matching these with the singing voice. None of the findings in the skill areas are unexpected.

The more serious problems of procedure relate to facilities and time for study and practice. These problems no doubt have a significant relationship to those in achievement of skills.

CONCLUSIONS AND RECOMMENDATIONS

Some of the more important conclusions are:

1. Basic understandings of the elements of music can be achieved by a large percentage of students even though the background brought to the course is limited to many individuals.

2. Musical skills take longer to develop and there are serious limitations to potential development within the time span of one semester for those students who have little musical skill in their background.

3. The aural skills involved in hearing and reading musical pitch are the most difficult to develop. Nevertheless, some change in orientation of the course toward greater indi-

RESEARCH PROJECT
STUDENT SELF-SURVEY

73 101 Elements of Music

Place a check in one of the three columns to the right which would best explain the degree of musical understanding or skill which you possessed for each listed item before starting this course.

Also, place a check in the blank to the left of the item number for each item which has been a definite problem for you while taking the course.

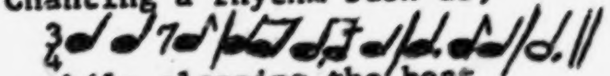
A. Musical Understandings		poor	average	good
____1.	Letter names of pitch notation	____	____	____
____2.	Major scale structure	____	____	____
____3.	Concept of tonic note	____	____	____
____4.	Concept of key and key signature	____	____	____
____5.	Interval identification, such as 2nd, 3rd, octave	____	____	____
____6.	Flat and sharp signs and their affect on pitch	____	____	____
____7.	Minor keys or scales	____	____	____
____8.	Rhythm names of notes (quarter, etc.)	____	____	____
____9.	Time signatures	____	____	____
___10.	Relative rhythmic duration of a note or group of notes	____	____	____
___11.	Basic terms such as tempo, ritard, crescendo, forte "f"	____	____	____
___12.	General structure of a chord	____	____	____
___13.	Difference between a I and V chord	____	____	____
___14.	Musical phrase and motive	____	____	____
___15.	Names and location of notes on the piano keyboard	____	____	____

B. Musical Skills				
____1.	Accurately matching pitch with your voice, i.e., singing a familiar melody	____	____	____
____2.	Reading pitch in simple melodies from notation	____	____	____

____3. Reading rhythm in simple melodies from notation ____ ____ ____

____4. Playing simple melodies on the piano or bells ____ ____ ____

____5. Chording with a simple melody on the piano ____ ____ ____

____6. Chanting a rhythm such as,  while clapping the beat ____ ____ ____

____7. Correcting your own errors in pitch or rhythm ____ ____ ____

____8. Hearing basic intervals such as, whole or half steps, major or minor 3rds, octave ____ ____ ____

C. Procedure

Check each of the following items which you believe to have a strong relationship to the problems you have had (if any) with the content of the course.

____1. Organization and presentation of the material in class by the instructor

____2. Rate at which material was covered

____3. Individual help in class

____4. Individual help out of class

____5. Amount of study and practice out of class

____6. Knowing how and what to study and practice out of class

____7. Having an appropriate place to study and practice

____8. Having adequate materials to study and practice

____9. Opportunity to approach your problems on an individual basis

____10. Size of class

RESEARCH PROJECT
TEACHERS FOR THE DISADVANTAGED

Syllabus
73 101 Elements of Music

I. Purpose of the Course

To provide for individual achievement of musical understandings and skills of a kind that will enable the elementary major to teach general classroom music.

II. Objectives of the Course

Students should achieve the following abilities:

A. To hear (aural identification)
   1. General melodic contour
   2. Scalewise patterns in melody
   3. Melodic skip patterns based on the I, IV, and V chords
   4. Intervals from the tonic and other major, minor and perfect intervals
   5. Major, minor and pentatonic modes
   6. The I, IV and V_7 chords
   7. Basic rhythm patterns in simple and compound meters

B. To make accurate and expressive physical responses to the metrical pulse and simple rhythmic patterns including first and second divisions of the pulse and syncopations.

C. To read
   1. Simple song melodies based on step and easy skip movement of pitch with scale numbers, syllables and words
   2. Rhythm patterns in melodies employing basic rhythm patterns in simple and compound meters

D. To sing simple songs, melodies accurately and expressively

E. To play
   1. Simple song melodies on the piano or bells
   2. Chording accompaniments using the I, IV and V_7 chords on the piano and/or autoharp

F. To identify
   1. Pitch notation in the treble clef
   2. Tonic note, scale, key, mode and key signature

3. Rhythm notation
4. Pulse unit, meter and meter signature
5. Phrase, motive, repetition, sequence and cadence
6. Differences in texture between melody, harmony and counterpoint (rounds, canons and descants)
7. Common musical signs and terms

III. Content of the Course

The objectives of the course are achieved through experiences in signing, listening, playing, moving, creating and reading which focus on concepts and aural-visual skills drawn from the following organization of the structure of music.

A. Organization of Pitch
   1. General direction of melodic pitch movement--up or down by steps or skips, or, remaining the same
   2. Relating pitch movement to pitch notation
   3. Pitch notation on the treble and great staff
   4. Major scale organization
   5. Intervals by steps (major and minor 2nds)
   6. Intervals by skips on rest tones (1-3-5)--3rds, 4ths, 5ths, 6ths and octaves
   7. Intervals by skips on active tones (2-4-6-7)
   8. Chromatic alteration of pitch
   9. Tonal organization--tonic, key, key signature
   10. Minor tonality

B. Organization of Rhythm
   1. Rhythm as forward movement in time
   2. Basic rhythmic notes and notation
   3. Duple-triple-quadruple meter, pulse, measure bar and measure
   4. Quarter-note pulse unit and first division of the pulse in simple meters
   5. Half and eighth note pulse units in simple meter
   6. Compound meter--dotted note pulse unit and basic divisions of the pulse
   7. Second division of the pulse in simple meter
   8. Triple division of the pulse in simple meter
   9. Basic syncopated rhythms
   10. Tempo and other rhythm terms

C. Organization of Harmonic Texture
   1. Harmonic texture as a succession of chords supporting a melody
   2. Tonic chord--sound, function and structure

    3. V_7 and IV chords--sound, function and structure
    4. Harmonic cadences and progressions
    5. Relationship of melody and harmony

D. Organization of Contrapuntal Texture
    1. Combining lines which have linear independence--concept of imitation.
    2. Rounds, canons and descants

E. Organization of Form
    1. Phrase, cadence
    2. Motive
    3. Repetition and sequence
    4. Unity and variety
    5. Overall design of short pieces (songs)

F. Expressive Qualities
    1. Mood
    2. Relation of test and music
    3. Expressive melody and rhythm
    4. Dynamics

G. Performance Skills
    1. Accurate matching of pitch with the singing voice
    2. Proper singing tone, breath control and diction
    3. Attacks, releases and phrasing
    4. Elementary functional skill on the piano

IV. Relationships between Objectives and Content

There is a very strong relationship between the behavioral objectives and the course content. This is because all learnings (concepts, knowledge, skills and appreciations) are drawn from and applied to music itself, i.e., an experience with organized tonal-rhythmic patterns in the context of music literature.

V. Suggestions for Course Modifications

No modification of the course objectives or content seems necessary. Students' performance in the course might be improved through:

A. A music learning center
B. Combining the content of this course with that of 73 515-516 (methods) and 73 309 (appreciation) in a more integrated and concentrated approach to the overall behavioral objectives and content of music in the elementary major's curriculum

Research Project: Teachers for the Disadvantaged

SAMPLE SPREAD OF THE EXPERIMENTAL TEACHER EDUCATION PROGRAM
(This spread assumes completion of the equivalent of one year in the present elementary education program)
(For consideration by Subcommittees of University-Wide Committee)

Summer Session Prior to the Sophomore Year

(Gen. Ed.) 86 301 Gen. Psych. (Spec. Experimental Sect.). 3 cr.
*Seminar (scheduled as 3 cr. course) .,. 0 cr.
(Credit for 11 101, Orient. to Public Ed., if student has not already completed the course)
**Skill Development (arrangement) . . . . 0 cr.
***Learning Center (arrangement) . . . . . 0 cr.

*Seminar -- This will serve as the hub or center of operation for the students and staff in the program. It will have a guidance and counseling orientation and will be designed to include (among other goals and activities) helping students: understand themselves, build a positive self image, set their goals, develop various skills including "schoolsmanship", and keep channels of communication open between themselves and faculty members.

**Skill Development -- This is designed to prepare each student in a relatively short time to become some type of educational technician of value and use in classrooms, with children, or with educational equipment. Students can then be paid (as student assistants) for providing important technical professional services throughout their college years as a result of this experience.

***Learning Center -- In addition to the present Reading Clinic and Speech Clinic a Learning Center will be established in Science, Math., Social Science, and Humanities. Activities and materials of a review, remedial, reinforcement nature will be developed to go along with each required course in the curriculum.

Sophomore Year

Semester I

(Gen. Ed.)	22	328	Exploration of Materials & Design	2 cr.
(Prof. Ed.)	22	555	Art Methods	2 cr.
(Gen. Ed.)	22 37	105 309	Understanding the Arts, or Mus. Appreciation (or replacement)	2 cr.
(Gen. Ed.)	80	101	Physical Science	4 cr.
(Gen. Ed.)	38	313	Am. Lit. or specially designed World Lit. replacement	3 cr.
			Prof. Ed. Paid Work Exper	0 cr.
			Seminar (sched. as 3 cr. course)	0 cr.
			Learning Center (arrangement)	0 cr.
			Total	13 cr.

Semester II

(Gen. Ed.)	57 50 36 84 92	? ? ? ? ?	Soc. Sci. Foundations - Poverty in American Society (New course replacing 6 cr. Am. Hist., 3 cr. Cult. Geog. & 3 cr. Intro. to Soc. An interdisciplinary approach involving Hist., Geog., Econ., Pol. Sci., Sociol. & Anthropology. An examination of the disciplines as they provide foundational but relevant material to poverty in this nation and to the "disadvantaged.")	12 cr.
(Prof. Ed.)	13	517	Soc. Studies Methods	2 cr.
			Personal Devel. Seminar (arr.)	0 cr.
			Prof. Ed. Paid Work Exp. (arr.)	0 cr.
			Learning Center (arr.)	0 cr.
			Total	14 cr.

Summer Session Prior to the Junior Year

Seminar (scheduled as 2 cr. course)	0 cr.
Up to 8 cr. of repeat courses (F's before entering Project) or required courses not taken as freshmen (for transfers from Letters and Science, Business Administration or Secondary)	
Learning Center (arrangement)	0 cr.
Prof. Ed. Paid Work Experience	0 cr.

Junior Year

Semester I

(Gen. Ed.)	38 314 Am. Lit. (or replacement by special course in semantics and linguistics for teachers of the disadvantaged)	3 cr.
(Gen. Ed.)	67 403 Fund. of Arith.	3 cr.
(Minor)	92 252 Modern Soc. Problems (or equiv.).	3 cr.
(Minor)	55 501 Hygiene of the Elem. School Child or 55 505 Health Problems of High School (or replacement)	2 cr.
(Prof. Ed.)	77 524 Phys. Ed. Methods	2 cr.
	Personal Devel. Seminar (arr.).	0 cr.
	Prof. Ed. Paid Work Exp. (arr.)	0 cr.
	Learning Center (arr.).	0 cr.
	Total.	13 cr.

Semester II

(Minor)	92 643 Soc. of the Family (or equiv.).	3 cr.
(Minor)	92 656 Min. Groups & Race Rel. (or equiv.)	3 cr.
(Minor)	95 667 Intro. to Soc. Work (or equiv.)	3 cr.
	(The above 3 courses might be handled as a special 9 credit block in sociology to facilitate a field experience)	
(Prof.)	18 575 Basic Ed. Psych. (Learn. Theory).	2 cr.
(Prof.	18 371 Child Growth & Develop. or 18 373 Adol. Psych	2 cr.
	(These 2 courses might be combined as a 4 credit course or closely related in terms of laboratory. This laboratory should involve micro-teaching experiences)	
	Personal Devel. Seminar (arr.).	0 cr.
	Prof. Ed. Paid Work Exp. (arr.)	0 cr.
	Learning Center (arr.).	0 cr.
	Total.	13 cr.

Summer Session Prior to Senior Year (If necessary)

Seminar (scheduled as 2 cr. course).	0 cr.
Up to 8 cr. of repeat courses (F's before entering Project) or requirements not taken as freshmen.	
Learning Center (arrangement).	0 cr.
Prof. Ed. Paid Work Exp.	0 cr.

Senior Year

Semester I

(Minor)	96 355	Intro. to Speech & Hear. Therapy (or equiv.)	3 cr.
(Minor)	16 551	Intro. to Ed. of Exceptional Children (or equiv.)	3 cr.
(Minor)	18 585	Mental Hygiene (or equiv.)	3 cr.
		(These 3 courses might be developed in some sort of block plan or with special relationships to provide for direct experiences)	
(Minor)	38 321	Lit. for Child	3 cr.
		Personal Devel. Seminar (arr.)	0 cr.
		Prof. Ed. Paid Work Exp. (arr.)	0 cr.
		Learning Center (arr.)	0 cr.
		Total	12 cr.

Semester II

Methodology Semester

(Prof.)	73 515	Lower Elem. Music Methods or	
	73 516	Upper Elem. Music Methods	2 cr.
(Prof.)	13 511	Language Arts Methods	2 cr.
(Prof.)	13 515	Science Methods	2 cr.
(Prof.)	67 603	Mathematics Methods	2 cr.
(Prof.)	13 513	Kindergarten Techniques or	
	11 529	Jr. High Curriculum & Teach.	2 cr.
		(This semester's content makes possible the establishment of block plans, coord. lab. experiences or a living exp. in urban or rural areas of disadvantagement. Sched. should be planned so as to avoid duplication, make best use of lab. exp. and include some microteaching exp.)	
(Minor)	13 ?	Individual. Instruction	2 cr.
(Minor)	13 ?	Teaching of Reading	3 cr.
		Personal Devel. Seminar (arr.)	0 cr.
		Prof. Ed. Paid Work Exp. (arr.)	0 cr.
		Learning Center (arr.)	0 cr.
		Total	15 cr.

Optional Summer Session Prior to Senior Year or 5th Year

(St. Req.)	57 541	Wis. Hist. (or equiv.)	2 cr.
(St. Req.)	26 547	Conservation (or equiv.)	2 cr.
		Prof. Ed. Paid Work Experience - in connection with Upward Bound Program. University students will travel throughout the state along with Upward Bound pupils. In addition to a study of Wisconsin hist. and conservation students will have counseling and tutoring responsibilities for the Upward Bound pupils.	
		Total	4 cr.

Paid Intern - Residency Year (5th Year)

Intern Semester I (1/2 pay)

(Prof.)	18 ?	Eval. Sem. (replace T. & Meas.)	2 cr.
(Prof.)	11 505	Prob. in St. Teach. (Disadv. Emp.)	2 cr.
(Prof.)	13 700-701	Student Teaching (in rural or urban depressed area)	8 cr.
		Total	12 cr.

Resident Semester II (full pay)

(Prof.)		Social Foundations	2 cr.
(Minor)	13 ?	Ed. of the Disadvantaged	2 cr.
		(Supervision provided by University)	
		Total	4 cr.

Five Year Program for
Incoming Freshmen

Revised, Aug. 1968

Research Project: Teachers for the Disadvantaged

Experimental Teacher Education Model
(Sample Spread)

Summer Session Prior to Freshman Year

(Gen. Ed.)	96 ?	Experim. Eng. & Speech I - Reading, Writing, Speaking, Listening, Observing, Demonstrating	3 cr.
and	38 ?	(New course - partial replacement for 6 cr. Eng. Comp. and 3 cr. Speech Fund.)	
(Gen. Ed.)	77 101	Gen. Phys. Ed.	1 cr.
		*Personal Development Seminar (arr.)	0 cr.
		**Skill Development for Prof. Paid Work Experience	0 cr.
		***Learning Center (arranged)	0 cr.
		Total	4 cr.

*Seminar -- This will serve as the hub or center of operation for the students and staff in the program. It will have a guidance and counseling orientation and will be designed to include helping students: understand themselves, build a positive self image, set their goals, develop various skills including "schoolsmanship", and keep channels of communication open between themselves and faculty members.

**Skill Development leading to Paid Work Experience -- This is designed to prepare each student in a relatively short time to become some type of educational technician able to work in classrooms with children or with educational equipment. Students can then be paid for providing important professional services throughout their college years as a result of this experience.

***Learning Center -- In addition to the present Reading Clinic and Speech Clinic a Learning Center will be established in Science, Mathematics, Social Science and Humanities. Activities and materials of a review, remedial, reinforcement nature will be developed to go along with each required course in the curriculum.

Freshman Year

Semester I

(Gen. Ed.)	96	?	Experim. Eng. & Speech II	
and	38	?	(New course - partial replacement for 6 cr. Eng. Comp. & 3 cr. Sp. Fund).	3 cr.
(Gen. Ed.)	67	201	Remedial & Elem. Arith.	0 cr.
	67	203	College Arith.	2 cr.
(Gen. Ed.)	38	313	Am. Lit. (or specially designed World Lit. replacement).	3 cr.
(Gen. Ed.)	57	101		
or		102	Western Civil.	3 cr.
			Personal Devel. Seminar (arr.).	0 cr.
			Prof. Ed. Paid Work Exper. (arr.)	0 cr.
			Learning Center (arr.).	0 cr.
			Total	11 cr.

Semester II

(Gen. Ed.)	80	101	Biological, Physical and Earth Science Foundations.	12 cr.
	50, 51			
	24	?	(New course replacing, rearranging or	
	26	?	revising existing courses in three 4-credit sequences)	
(Prof. Ed.)	13	515	Science Methods	2 cr.
			Personal Devel. Seminar (arr.).	0 cr.
			Prof. Ed. Paid Work Exp. (arr.)	0 cr.
			Learning Center (arr.).	0 cr.
			Total.	14 cr.

Summer Session Prior to the Sophomore Year

(Gen. Ed.)	86	301	General Psychology.	3 cr.
(Gen. Ed.)	96	?	Experm. Eng. & Speech III	
and	38	?	(New course - partial replacement for 6 cr. Eng. Comp. & 3 cr. Sp. Fund.)	3 cr.
(Gen. Ed.)	77	121	Gen. Phys. Ed.	1 cr.
			Personal Devel. Seminar (arr.).	0 cr.
			Prof. Ed. Paid Work Exper. (arr.)	0 cr.
			Learning Center (arr.).	0 cr.
			Total.	7 cr.

Sophomore Year

Semester I

(Gen. Ed.) (Special & Prof Ed.)	73	?	Music - Elements, Appreciation & Method . . . . (New course replacement for 73 101 Elem. of Mus., 73 309 Mus. Apprec. & 73 515 or 516 L. Elem. or Upper Elem. Mus. Meth.)	6 cr.
(Gen. Ed.) (Special & Prof. Ed.)	22	?	Art - Elements, Appreciation & Meth. . (New course - replacement for 22 104 Drawing & Color, 22 105 Underst. the Arts, 22 328 Explor. of Mat. & Design & 22 555 Art Methods)	6 cr.
			Personal Devel. Seminar (arr.).	0 cr.
			Prof. Ed. Paid Work Exper. (arr.) . . .	0 cr.
			Learning Center (arr.).	0 cr.
			Total.	12 cr.

Semester II

(Gen. Ed.)	57 50 36 84 92	? ? ? ? ?	Soc. Sci. Foundations - Poverty in American Society . . . . (New course - replacing 6 cr. Am. Hist. 3 cr. Cult. Geog. & 3 cr. Intro. to Soc. An interdisciplinary approach involving Hist., Geog., Econ., Pol. Sci., Sociol. & Anthropology. An examination of the disciplines as they provide foundational but relevant material to poverty in this nation and to the "disadvantaged.")	12 cr.
(Prof. Ed.)	13	517	Soc. Studies Methods.	2 cr.
			Personal Devel. Seminar (arr.).	0 cr.
			Prof. Ed. Paid Work Exper. (arr.) . . .	0 cr.
			Learning Center (arr.).	0 cr.
			Total.	14 cr.

Optional Summer Session Prior to Junior or Senior Year

(St. Req.)	57 541	Wis. Hist. (or equiv.)	2 cr.
(St. Req.)	26 547	Conservation (or equiv.)	2 cr.
Prof. Ed.		Paid Work Experience - in connection with Upward Bound Program. University students will travel throughout the state along with Upward Bound pupils. In addition to a study of Wisconsin history and conservation students will have counseling and tutoring responsibilities for the Upward Bound pupils.	
		Total.	4 cr.

Junior Year

Semester I

(Gen. Ed.)	38 314	Amer. Lit. (or replacement by special course in semantics and linguistics for teachers of the disadvantaged.)	3 cr.
(Gen. Ed.)	67 403	Fund. of Arith.	3 cr.
(Minor)	92 252	Modern Soc. Problems (or equiv.) . . .	3 cr.
(Minor)	55 501	Hygiene of the Elem. School child	
	or		
	55 505	Health Problems of High School (or replacement).	2 cr.
(Prof. Ed.)	77 524	Phys. Ed. Methods	2 cr.
		Personal Devel. Seminar (arr.)	0 cr.
		Prof. Ed. Paid Work Exper. (arr.). . .	0 cr.
		Learning Center (arr.)	0 cr.
		Total	13 cr.

Semester II

(Minor)	92 643	Soc. of the Family (or equiv.)	3 cr.
(Minor)	92 656	Min. Groups & Race Rel. (or equiv.). .	3 cr.
(Minor)	92 667	Intro. to Soc. Work (or equiv.). . . .	3 cr.
		(The above 3 courses might be handled as a special 9 cr. block in sociology to facilitate a field experience.)	
(Prof.)	18 575	Basic Ed. Psych. (Learning Th.). . . .	2 cr.
	18 371	Child Growth & Development	
	or		

Semester II - (Cont'd)

	18 373	Adolescent Psych. (or perhaps a human growth & dev. replacement)	2 cr.
		(The above two courses might be combined as a 4-credit course or closely related in terms of laboratory. Lab. should include micro-teaching.)	
		Personal Devel. Seminar (arr.).	0 cr.
		Prof. Ed. Paid Work Exper. (arr.) . . .	0 cr.
		Learning Center (arr.).	0 cr.
		Total.	13 cr.

Senior Year

Semester I

(Minor)	96 355	Intro. to Speech & Hear. Ther.	3 cr.
(Minor)	16 551	Intro. to Educ. of Except. Child. . . .	3 cr.
(Minor)	18 585	Mental Hygiene (or equiv.).	3 cr.
		(These 3 courses might be developed in some sort of block plan or with special relationship to provide for direct experiences.)	
(Minor)	38 321	Lit. for Children (with emphasis on lit. for the disadvantaged).	3 cr.
		Total.	12 cr.

Semester II

(Prof.)	13 511	Lang. Arts Meth.	2 cr.
(Prof.)	67 603	Math. Meth.	2 cr.
(Prof.)	13 513	Kindergarten Techniques	
	or		
	11 529	Jr. High Curr. & Tech. (or replacement)	2 cr.
(Minor)	13 ?	Individualizing Instruction	2 cr.
(Minor)	13 ?	(New Course)	
(Minor)	13 ?	Teaching of Reading	3 cr.
		(New Course)	
(Minor)		Elective	0-3 cr.
(Prof.)		Pre-Intern Student Teaching	0 cr.
		Total	11-16 cr.

5th Year - Paid Intern and Residency

Semester I - Intern (½ pay)

(Prof.)	18 ?	Evaluation Seminar . . . . (New course replacement for Tests & Meas.)	2 cr.
(Prof.)	11 505	Problem in St. Teach. (Disad. Emphasis)	2 cr.
(Prof.)	11 700	Student Teaching (Internship).	8 cr.
		Total	12 cr.

Semester II - (3/4 - full pay)

(Prof.)	11 703	Soc. Foundations	2 cr.
(Minor)	11 ?	Education of the Disadvantaged . . . . (Supervision provided by University)	2 cr.
		Total	4 cr.

Appendix G

SOCIAL SCIENCE SEMINAR

Perspectives On Poverty
An Integrated Approach

INTRODUCTION

The content and lectures which are suggested in this working draft are organized around broad themes or problems. It was felt by the members of the committee that this approach would best lend itself to a coherent meaningful social science semester.

One of the key problems which must be resolved is coordination and integration of the content. It is believed that members of the teaching team would have their working schedules arranged so as to be available for all of the lectures in the block.

Regular meetings within the team approach as suggested in Appendix A should enable the members of the committee to accomplish the coordinations necessary for a truly integrated approach.

Members of the teaching team will also be assigned small group, panel, and other teaching assignments. Members of the teaching team will also develop audio and video-tapes of difficult concepts for use by the students in the Media Center.

NOTES

The arrangement and selection of topics have been made from the printed materials submitted to Dr. Bowman from the various disciplines. It is intended that each staff member have an opportunity to change and adjust the information set down on this working diagram.

Several blocks of time have been kept open and would be used for media center work.

It might be wise to involve two historians as the amount of time spent on lectures runs higher than the other disciplines at the present time and also listed here.

To encourage close work between students and staff and greater depth of study, students might work on a field problem which would be written up and used as part of the evaluation.

Rather than writing out each subject field the following code will apply:

A = Anthropology
G = Geography
H = History
P.S. = Political Science
S.S. = Social Studies
S = Sociology

M.C. = Media Center Work
A/V = Presentation of films in various disciplines (titles and subject arranged). One block of time per discipline.
L. = Lab sessions conducted by discipline designated. Ex. L.G. - Lab in Geography
S.M. = Small group staff would be available for group discussion in small groups. Staff might rotate or work in "natural" group conditions.

SEPT. 9-13	SEPT. 16-20
Team Introduction Anthropology Geography History Political Science Sociology Social Studies Methods	A: Poverty as a Cultural System S.M.
H: The Watershed "When the Soul Was the Center of Life" S.S.: Social Studies Curriculum	S: Social Stratification "Social Class Structure" L.A.
S: Social Stratification "Social Class" G: Nature and Culture "The Cultural Landscape"	A: An Anthropologists View at Poverty SS: "Determinants of Curriculum"
H: The Watershed "The Escape from Poverty at Mind" A/V	G: "Origins and Diffusion" L.G.
S: Social Stratification "Social Status" M.C.	P.S.: Organization of American Government "Local"

SEPT. 23-27	SEPT. 30 -.OCT.-4
H: The Colonial World "Three Sections" S.M.	H: The American Revolution: "Tortes" S.S.: "Analysis at Current Social Studies Problems"
P.S. Organization of American Government "STATE" L.H.	S: Criminology and Deviant Behavior, "Poverty, Crime and Delinquents" L.S.
H: The Colonial World "The Creation of Americans" A/V	G: Cultural Diversity "The Mosaic of Languages" M.C.
S: Social Stratification "Mobility" S.S.: "Approaches to Curriculum" L.P.S.	A: Poverty as a Cultural System, "Peasant Society and Culture" L.S.S.
G: Cultural Diversity, "Race"	P.S.: Organization of American Government, "National"

OCT. 7-11	OCT. 14-18
P.S.: Functions at American Government S.M.	Week will be used for exams and orientation to field experience. SIX WEEK EXAMINATIONS
G: Cultural Diversity "Religions: Origins and Dispersals" L.A.	SIX WEEK EXAMINATIONS
A: Poverty as a Cultural System "The Poor Don't Want to be Middle Class"	SIX WEEK EXAMINATIONS
H: The Confederation and Constitution S.S.: Objectives "Taxonomy of Educational Objectives" L.G.	SIX WEEK EXAMINATIONS
S: Criminology and Deviant Behavior, "Crime as Subculture"	SIX WEEK EXAMINATIONS

OCT. 21-25		OCT. 28 - NOV. 1
FIELD EXPERIENCE Students will go to Milwaukee for three days. Staff involved - members represented A. H. S. G. P.S. S.S.	It may be wise to place this week later in the program - After more topics have been covered.	PANEL: Field trip: A. H. S. G. P.S. S.S.
FIELD TRIP		FIELD TRIP EXAMINATION L.H.
FIELD TRIP		A: The Nature and Implications of Poverty "Poverty U.S.A." P.S.: Functions of American Government
Field Experience Disadvantaged Area - Indian Reservation		H: Political Debate G: Cultural Diversity "Ideologiea and the Political Order" L.P.S. A/V
FIELD TRIP		S: Criminology and Deviant Behavior "Differential Association Theory of Criminality" S.S.: Citizenship Educatio M.C.

NOV. 4-8	NOV. 11-15
H: "A Country Caught Up In A World War" G: Cultural Diversity "Cultural Realms"	S: Sociology of the Family "Structure and Function" S.S.: Methods of Teaching "Inductive and Deductive Teaching"
S: Sociology of the Family "The Lower Class Family" P.S. Functions of American Government L.S.	A: The Nature and Implications of Poverty "Poverty in the Affluent Society" L.A.
PANEL A. G. H. P.S. S. S.S.	H: The Path to Progress "The Reform Revolution and the Educational Revolution" A/V
A: The Nature and Implications of Poverty, "Squatter Settlements" SS: "Criteria for Selection of Content" L.S.S.	P.S.: Decision Making "Processes" S.M. L.G.
H: The Path To Progress "Industrial and Democratic Revolution"	G: Settlement "Farm and Village" S.S.: Methods of Teaching "Discovery Teaching"

NOV. 18-22	NOV. 25-29
A: Theoretical and Method Insights of Anthropology S.S.: Methods of Teaching "The Mode of Inquiry"	H: Manifest Destiny, "The Country Which Could Not Remain Half Slave and Half Free" G: Settlement "Emerging Urban Patterns"
S: Demography P.S.: Decision Making L.H.	P.S.: Role of and Sources of Power and Influence in Decision Making in Politics and Government L.S. M.C.
H: Manifest Destiny "The Man Robbed OF THIS DESTINY: The Negro as Slave and Freeman	THANKSGIVING RECESS
A: Theoretical and Method Insights of Anthropology G: Settlement "Towns and Cities" L.P.S.	THANKSGIVING RECESS
P.S.: Decision Making "Patterns"	THANKSGIVING RECESS

DEC. 2-6	DEC. 9-13
H: How the West Was Won G: Population Change "Differential Growth at Population"	P.S.: "Influences in Decision Making in Politics and Government"
A: Theoretical and Method Insights of Anthropology S.S.: Unit Plans "What is a Unit?" L.S.S.	S: Socialization S.S.: Unit Plans "Planning Units" L.G.
H: Minorities in American Culture S.M. A/V	A: Poverty and Economics S.M.
A: Theoretical and Method Insights of Anthropology P.S.: "Sources of Power in Decision Making" L.A.	H: Big Business Dwarfs the Individual S.S.: Unit Plans "Construction of a Unit" L.H.
S: Ecology "Ecological Substructure of Human Relationships"	P.S.: "Politics" G: Population Change "Population Movements"

DEC. 16-20	DEC. 23-27
H: "The Cry for Change Toward Democracy G: Population Change "Internal Migrations of the American Negro"	CHRISTMAS RECESS
A: Poverty and Economics P.S.: "Political Socialization" L.P.S.	CHRISTMAS RECESS
H: "The Cry is Heard" S.S.: Lesson Plans M.C.	CHRISTMAS RECESS
H: "When the World Went Beserek" G: Population Change Nutrition and Diseases L.S.	CHRISTMAS RECESS
A: Poverty and Economics S: Racial and Cultural Minorities or Race Relations Prejudice and Discrimination"	CHRISTMAS RECESS

DEC. 30 - JAN. 3	JAN. 6-10
CHRISTMAS RECESS	H: "The Search of Democracy" P.S.: "Political Behavior"
CHRISTMAS RECESS	A: Theoretical and Method Insights of Anthropology G: Population Change "Food" L.S.S.
CHRISTMAS RECESS	S: "Protestant Ethics" S.S.: "Evaluation in the Social Studies" A/V
CHRISTMAS RECESS	H: "Democracy Seeks Its Inclusive Range" S.M. M.C.
CHRISTMAS RECESS	SEMESTER EXAMS

JAN. 13-19

This week will be left open for exams and post testing. SEMESTER EXAMS
SEMESTER EXAMS
SEMESTER EXAMS
SEMESTER EXAMS
SEMESTER EXAMS

September 4, 1968

TO: Dr. David Bowman

FROM: Dr. Glenn L. Kinzie

Re: Progress Report

Dates: August 26 & August 27, 1968

Consultants: Dr. Larry Anderson - Geography
Dr. Glorianne Leck - Elementary Education
Dr. Myron Anderson - Elementary Education
Mr. Michael Wireman - Anthropology
Dr. George Connor - History
Dr. George Willis - Political Science
Dr. Glenn Kinzie - Secondary Education (Chairman)

Consultant Activities:

Monday - AM - Organization and Planning
- PM - Curriculum Writing

Tuesday - AM - Curriculum Writing
- PM - Curriculum Writing

RECOMMENDATIONS OF CONSULTANT GROUP

The consultants make the following recommendations as additions and revisions of the earlier report.

A. The materials as recommended in Appendix B should be adopted and purchased for uses in the media center.

B. The program of studies should be organized around the powerful concepts and problems as presented in the Social Science Semester.

C. The concepts and problems presented are suggested as organizers only and student-staff planning should be utilized at the outset of each unit of work.

D. The methods of Teaching Social Studies class should be largely a laboratory experience in which the materials of the semester are developed into teaching strategies.

E. Because of the closely related nature of the discipline, a person from the Social Foundation of Education Staff should be added to the team teaching group.

F. Public school teachers presently working with disadvantaged students should be assigned tangentitally to the teaching team as consultants.

G. The discipline of history may need to provide an additional staff member so as to be able to fully staff the historical aspects of the semester.

APPENDIX A

DIRECTORS

1. Dean--School of Education
2. Dean--School of Letters and Science
3. Project Director
4. Chairman Department of Elementary Education
5. Coordinator--Elementary Education
6. Education--Methods Teacher (Social Studies)

Team Teacher Geography

Team Teacher (Sociology)

Team Teacher Political Science

Team Teacher History

Team Leader Anthropology

Team Teacher Economics

Team Teacher History

DIRECTOR LEARNING CENTER

Team Teacher Education

Media Specialist

Secretarial Assistant (Part-time)

Graduate (2) Teaching Assistants (Social Science)

April 25, 1968 Appendix H

We promised you a progress report on the special teacher education project. Here it is!

1. There are over 250 WSU-O freshmen either on probation or who have dropped out that are interested in enrolling in the special teacher education curriculum.

2. The project staff and various members of the faculty have been developing specific aspects of the curriculum (see attached Curriculum Summary and Sample Spread - subject to change).

3. Members of the Board of Regents Subcommittee on Education have expressed considerable interest in the project.

4. The Federal Government (U.S. Office of Education) will let us know about funds for continued support of the project within a few weeks.

5. Upon word from the U. S. Office of Education we shall be contacting the Board of Regents and others to set up administration machinery to begin the program this June 19 (when summer session begins) leading to a bachelor's degree and teacher certification for at least the group accepted this summer.

Because of the time factor and our desire to be ready to serve you when authorization and support are here, we are asking you to complete the enclosed application form and the enclosed questionnaires. Please return these materials in the self-addressed envelope by April 30 or earlier. Since we will probably be enrolling only 100 students this summer it is important that you act promptly.

Sincerely,

(signed)

David L. Bowman, Dean
School of Education

School of Education
Wisconsin State University
Oshkosh, Wisconsin

Curriculum Summary For Experimental Teacher Education Program

The basic course of study will be similar to the present curriculum published in the catalog with some unique features added:

1. The program assumes the completion of about the equivalent of one year of college work. For students who need to pick up a course or two or retake a course in which they earned an unsatisfactory grade it may be necessary to attend an additional summer session than those included in the program. As the program continues it may be possible for freshmen to enroll in an extension of this program.

2. Students in this program carry a reduced load of about 12 credits during most semesters in order to provide more opportunity for success. Items 3, 4 and 5 will explain this more fully. This load reduction is made possible by adding a fifth year and two summer sessions to the program. It should be noted however that plans call for the student's incidental fees being waived for the first summer session and that during the fifth year of the program students may earn an intern's salary (about $1,500) during the first semester and close to a full salary (about $3,000) for the second semester (during this semester only partial university fees would be charged). It should also be noted that as a five year undergraduate program draft deferrals may be possible for five years rather than four.

3. A non-credit seminar (scheduled as a three credit course) would be provided in the first summer session and in each succeeding semester. This would serve as the hub or center of operation for the students and staff in the program. It will have a guidance and counseling orientation and will be designed to include (among other goals and activities) helping students: understand themselves, build a positive self-image, set their goals, develop various skills including "schoolsmanship", and keep channels

of communication open between themselves and faculty members.

4. During the first summer session a skill development program will be conducted. This is designed to prepare each student in a relatively short time to become some type of educational technician of value and use in classrooms, with children, or with educational equipment. Students can then be paid (as student assistants) for providing important technical professional services throughout their college years as a result of this experience.

5. Learning centers will be designed and established in each area of the curriculum -- language arts, science and math, social science and the humanities. Activities and materials of a review, remedial and reinforcement nature will be developed to go along with each required course in the curriculum.

6. A pass-fail grading system is being considered for at least the first year of the program as a replacement of the present grading system (A, B, C, D, F).

7. Experimental sections of presently required courses will be established to investigate more effective ways of individualizing instruction and aiding students.

8. New courses or course arrangements will be developed to facilitate student field experience as it relates to the course work or objectives of the program.

9. The usual "minor" requirement will be waived in light of a 33 to 36 credit selection of courses geared to develop special competency as an elementary school teacher and as a teacher of the disadvantaged. Some of the courses to be included are: Modern Social Problems, Sociology of the Family, Minority Groups and Race Relations, Introduction to Exceptional Children, Introduction to Speech and Hearing Therapy, Individualization of Instruction, Mental Hygiene, Education of the Disadvantaged.

10. Many direct experiences with children and youth in the classroom will be included. Some of these would be paid experiences and some would be in connection with course work.

11. A full year of teaching under supervision during the fifth year of the program will be provided with pay and with limited university course work but under joint university and school district supervision.

12. Very attractive financial assistance opportunities will be available in this program because of its emphasis upon developing special skills for working with disadvantaged children. Contact Mrs. Bernice Miller, Swart Campus School, room 301 or call 235-6220, ext. 332 soon if you are in need of a loan for the summer session or a loan or grant for the coming academic year. Many opportunities and well-financed graduate study opportunities will exist for graduates of this program.

QUESTIONNAIRE II

Please answer as many items on this questionnaire as pertain to you. There are no "right" or "wrong" answers, and your responses will not be used to determine your eligibility for the program. We want to find out as much as possible about people who have indicated an interest in participating. The information will help us plan for your needs and interests.

Name ____

What were your reasons for attending college? ______________

____

____

Have these reasons changed? _____ If so, why are you now attending or why do you wish to attend? ______________

____

Why did you select WSU-O? ______________________

____

____

Did you make this decision? ______________________

____

Describe father's occupation ______________________

Name of employer (If business, estimate amount in hundreds it is valued at if you can.) ______________________

Describe mother's occupation ______________________

Name of her employer ______________________

Father's education ______________________

Mother's education ______________________

Number of brothers and sisters in family and their ages ________

____

Are they attending college? __________ Planning to attend? ____

How many relatives have graduated from college? ______________

Have any of them attended WSU-O? ____________________________

Briefly describe your parents' background. (Might include nationality, religion, political party preference, length of residence in community, special interests and activities, group membership, travel experience, etc.) ______________________________

____

____

____

____

How do your parents feel about your attending college? ________

____

____

Do they provide financial assistance? ________________________

Do they ever supervise your study? __________, help you with your homework __________, take care of transportation arrangements? __________, buy your clothes? ______________________

Do you discuss with them your strengths and weaknesses, your successes and failures? ____________ If so, how often? ___________

Do they offer advice? ____

If they offer advice, do you find it useful? __________________

If they offer advice and you don't follow it, how do they react?

____

____

Do they visit the campus? ____________________________________

Have they met most of your friends? __________________________

When you are at home, are definite chores required of you? ____

If not now, were tasks required of you when you were younger? __

____

Were you expected to do your schoolwork before doing the required home tasks or pursuing other interests? ______________________

Did you have a quiet place to study? _________________________

Whose concerns and needs are considered most important in your home? ____

Has this any affect on your college work? ____________________

____

Do you have any special family problem at this time? _________

____

____

Does your family share a hobby or special interest? __________

____

Do you have a special interest which you have pursued individually since elementary school? _____________________________________

What activities were you involved in during high school? ______

____

What activities do you participate in now? ____________________

on campus? ____________________ Other? ____________________

To what organizations do you belong? ____________________

____

To what organizations would you like to belong? ____________________

____

In what activities are you planning to participate? ____________________

____

In what activities would you like to have an opportunity to participate? ____________________

What group activities have you initiated? Informal ____________________

____________________ Formal ____________________

What offices or chairmanships, etc. do you now hold or have you held? ____________________

If you do not participate in organized campus, church or community activities, what do you do in your leisure time? ____________________

____

____

Do you have a special reason for not taking part in organized activities? ____________________

Do you attend religious services? ____________________

What religious preference do you hold? ____________________

Are you a church member? ____________________

Are you affiliated with a political party? ____________________

Briefly describe your political views? ____________________

____

____

____

Do you attend meetings or rallies to hear political candidates speak? ______________________________________

Are you interested in student politics on campus? __________

Have you been involved in campaigning? __________________

Do you vote in campus elections? _______________________

To what extent do you feel students should participate in campus decisions? ____________________________________

____

____

____

____

Local community decisions? _________________________

____

____

Do you have a close friend in whom you can confide? ________

____

Do you have a steady girlfriend or boyfriend? _____________

How often do you date? ______________________________

How many boys or girls could you ask to go somewhere with you sometime this weekend? ______________________________

If you have a car, how often do you use it? _______________

If you don't own a car, what arrangements do you make for transportation when needed for social activities, etc.? ____________

____

With whom do you live? ____________________

Would you prefer to live with someone else? ____________

If you have a roommate, is he or she on probation? ________

Are any of your friends interested in this special teacher education program? ____________________

____

Have you discussed entering this program with anyone else? _____

What was their reaction to the idea? ____________

____

What do you usually eat for breakfast? ____________

Who prepares this meal? ____________________

How much time do you allow to eat it? ____________

Do your other meals satisfy your needs? ____________

Comments: ____________________

How many hours a week do you have complete privacy? ________

Do you have access to a bathroom whenever you choose? ________

How many hours of sleep do you usually get a night? ________

How many do you believe you actually need? ____________

What is the fewest number of hours you need in order to function the next day? ____________________

How many hours would you like to sleep? ____________

Do you nap? ____________________

How often do you nap? __________ How long? __________________

Are you in good health? ______________________________________

Do you have any physical disabilities? ________________________

If you do, how do you compensate for them? ____________________

Do you have enough stamina to actively work several hours every day with children? ______________________________________

Name of your advisor ______________________________________

Did you seek counseling prior to dropping out or while on probation? ______________________________________

From whom? ______________________________________

Did you attend the reading clinic? _____ Speech clinic? ________

Where did you hear about the services of the Counseling Center, the reading clinic or the speech clinic? ______________________

____

How do you feel about these services? __________________________

____

____

If you failed a course, did you repeat it? ____________________

How would you describe your reading ability? __________________

____

____

Estimate how many fiction books you read this past year? ______

What is your major difficulty with studying? __________________

____

____

Approximately how long are you able to sit at one time without being uncomfortable or having a strong desire to stand and move?

____

Briefly describe your persistance at tasks. This may vary with different activities. Give examples. ________________________

____

____

What do you remember about elementary school? ________________

____

____

____

How did you do in first grade? ______________________________

____

What special skills do you wish you had developed in elementary or high school which would be helpful to you now? _____________

____

What special work skills have you acquired? __________________

____

____

If you have been employed, list what you did. ________________

____

____

Did you or do you enjoy it? _______ Are you good at it? _______

What work or activities have you participated in on a volunteer basis? ____

What did you learn that you consider useful? ____________________

____

____

What contacts have you had with children? ____________________

____

Were some of these contacts pleasant or unpleasant? __________

Did you like the other adults who were also working with children? ____

Do you think there are particular characteristics a person should have to be a good teacher? ________ If so, what are they? _____

____

____

Do you feel that you possess any of these? ____________________

____

Can those you don't possess be learned? ____________________

____

Have you had any experiences which you feel will make you a better teacher? ____

____

____

____

____

Is there one experience you enjoyed more than the others? _____

____

____

Is there some relation between this experience and teaching? ___

____

____

____

What would you do about a child who is frequently late for school?

____

____

What would you do if he still came late? ________________

____

____

If that doesn't work, what would you do? ________________

____

____

Can you think of anything else you might do if the child continued to be late? ______________________________

____

____

After the initial summer session, some students enrolled in the program will resign. On what bases or criteria should a person decide to stop or to continue after the summer program? _______

____

____

____

____

Questionnaire

Methods of Study and Test Taking

	Habitually	Often	Sometimes	Seldom	Never
1. I take quite complete notes in classes.	____	____	____	____	____
2. I match up class notes with textbook material and other sources for additions and changes.	____	____	____	____	____
3. I use topics, or first parts of notes, to recite to myself the rest.	____	____	____	____	____
4. I make notes of some material from discussion classes.	____	____	____	____	____
5. I read the text rapidly then make notes of specific materials I want to retain on extra sheets.	____	____	____	____	____
6. I read over a textbook assignment twice.	____	____	____	____	____
7. I underline some material then write it out in question-answer form.	____	____	____	____	____
8. I underline only important words and phrases.	____	____	____	____	____
9. I study at least two hours for each class credit hour.	____	____	____	____	____

	Habitually	Often	Sometimes	Seldom	Never
10. I review the work of the day within a few hours of taking notes.	____	____	____	____	____
11. I review the work of a week or two-week period systematically.	____	____	____	____	____
12. In classroom situations I volunteer to answer questions or enter into discussions.	____	____	____	____	____
13. In preparing for final exams					
a. I plan enough time to review all notes carefully	____	____	____	____	____
b. I try to anticipate questions which might be asked and think out good answers.	____	____	____	____	____
c. I get together with others for reviews.	____	____	____	____	____
d. During the exam I think through questions, apportioning time for all to be answered.	____	____	____	____	____
e. I write as fully as I can on all discussion questions.	____	____	____	____	____
f. If I can't think of an answer during the exam, I let it go, trying it out later without excess worry.	____	____	____	____	____

School of Education
Wisconsin State University
Oshkosh, Wisconsin

Application for Admission to 1968 Summer Session

WSU-O Experimental Curriculum Project - Teachers for the Disadvantaged

Important Note: This program is designed to 1) give special help to college students having scholastic difficulty 2) prepare teachers for State certification as teachers in either grades K-3 or in grades 4-8 (including junior high school) and 3) provide graduates with special skills and abilities for working with disadvantaged children and youth wherever these may be. Graduates of this program will enjoy all the benefits and privileges presently available to WSU-O graduates earning the Bachelor of Science degree in Elementary Education. Application for admission this summer does not compel students to continue in the program this fall. It does represent an opportunity at exceedingly low cost (waiving of incidental fees and other possibilities for financial assistance are being investigated) to explore your future in the university, the teaching profession and this exciting area of national concern--teaching the disadvantaged.

(signed)
____
Roger Guiles
President

(signed)
____
David L. Bowman
Dean, School of Education

- -

I hereby apply for admission to the experimental teacher education curriculum program to be offered at WSU-Oshkosh. I understand that the program as described is presently awaiting authorization and is subject to change but that it shall lead to the degree of Bachelor of Science-Elementary Education and State certification if I complete all requirements satisfactorily. I also understand that my commitment to the curriculum need not be made until completion of this summer session.

____
Signed

Please Complete & Print

Name ______________________________ ____________________
Last First Middle Initial Social Security No.

Sex ____ ________
Male Female

Permanent Address ____
Number & Street City State Zip Code County

Telephone ____________________

Local Address (If on campus) ____

Telephone ____________________ Birth Date ______________

WSU-O Experience to Date

Entered WSU-O ____ ______________________________
Year Semester or Summer School

____
Entered on Probation

Grade Point Average after first semester or summer school ______

Grade Point Average next semester ________________

Present overall Grade Point Average ______________

Total number of credits earned __________________

Total number of credits of F's ____________ of D's ____________

If you are now attending WSU-O list credits and grades expected for this semester's work.

Curriculum you selected when entering WSU-O:

________ ________ ____ ________ ________ ________
L. Elem. U. Elem. Sec. (Major) Lib. Arts Nursing

____
Bus, Admin.

At the present time are you fairly certain that you wish to teach? ____

Briefly state your reasons:

If you are not certain that you wish to teach, are you willing to consider a teaching career as you pursue this teaching program, receive special help and work toward the attainment of a college degree? ______________

Brief Statement: